DOCUMENT RESUME

ED 127 734 EC 090 960

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TITLE The Secondary School Level and Adult Mentally Retarded Individual: An Annotated Bibliography.
INSTITUTION Alabama Univ., University. Dept. of Special Education.
SPONS AGENCY Alabama Univ., University.
PUB DATE Jul 76
NOTE 91p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Adults; Annotated Bibliographies; *Bibliographies; Evaluation Methods; Exceptional Child Education; *Mentally Handicapped; Normalization (Handicapped); Secondary Education; Teaching Methods; Vocational Rehabilitation

ABSTRACT

Presented is bibliographic data on approximately 350 articles (covering the period 1970 to March 1976) on the secondary level or adult mentally retarded individual. Entries are listed alphabetically by author and usually include title, publication date, page numbers, source, and a brief description. Articles cover such topics as assessment, teaching methods, vocational rehabilitation, and community life. (SB)

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The Secondary School Level And Adult Mentally Retarded Individual

An Annotated Bibliography

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This project was made possible by an
University of Alabama Presidential
Venture Fund grant awarded to
Jeffrey Schilit

EC090960

PREFACE

The area of the secondary mentally retarded individual is rapidily becoming one of the major areas of interest for those individuals working in the field of mental retardation, be they classroom teachers, teacher-trainers at colleges and universities, or researchers. What follows in this booklet is an attempt to assist professionals dealing with the secondary level or adult mentally retarded person via an alphabetical listing of annotated bibliographic entries dealing with these populations. Almost in totality, the references are from 1970 to March, 1976. Little attempt was made to find references prior to 1970 since several bibliographies had been developed previous to this date.

The concept of the adolescent and adult mentally retarded is still in its infancy with much work to be done by the profession and professionals serving these individuals. It is hoped that this annotated bibliography will help further the cause of training, programming and research in this area.

The author is greatly indebted to the numerous undergraduate and graduate students in the Area of Special Education at The University of Alabama for their assistance in helping to compile this booklet. Also, a sincere debt of thanks is offered to Mrs. Carol Poole for her diligent efforts in deciphering my handwriting and typing this booklet. Finally, the author wishes to thank The University of Alabama for awarding him a Presidential Venture Fund grant that made this project possible.

July, 1976 J.S.

"A right to love?" Lancety, 1973, 1, 1057-1058, A recent report on public and professional attitudes toward the social and sexual needs of handicapped people exposes the ignorance and myths which surround this subject in today's society.

Abeson, A., Bolick, N. and Hass, J. A primer on due process: education decisions for handicapped children. Exceptional Children, 1975, 42, 2, 68-74.

Discusses importance of protection of handicapped children in matters pertaining to identification, evaluation and educational placement. Offers approaches for meeting these requirements.

Affleck, G. G. Role Taking Ability and Interpersonal Conflict Resolution among Retarded Young Adults. American Journal of Mental Deficiency, 1975, 80(2), 233-235.

This article included an investigation to examine the relationship between Role-Taking Task Performance and interpersonal conflict resolution among retarded young adults. Sixteen young adult males were randomly selected from a population of moderately and mildly retarded clients at a sheltered workshop evaluation and training program. The results of this experiment showed positive relationships between Role-Taking Tasks and each of the Role-Playing Assessment scores.

Albin, T. J. Relationships of IQ and Previous Work Experience to Success in Sheltered Employment. Mental Retardation, 1973, 11(3), 26.

In an effort to determine valid vocational evaluation procedures, the relationship of IQ to vocational success was examined. Thirty-five employees from the Southeast Nebraska Community Sheltered Workshop (SNCSW) was made. Results were that IQ does not seem to be a requisite for vocational production or a valid predictor of it. Specific statistics are given and it is also suggested that the evaluation is more valid when based on actual vocational behaviors, rather than on tests or checklist.

Alcorn, C. L., Nicholson, C. L. A vocational assessment battery for the educable mentally retarded and low literate. Education and Training of the Mentally Retarded, 1975, 10, 78-83.

This article discusses the difficulties that arise for the examiner who attempts to use assessment instruments not specifically designed for the mentally retarded. The authors place emphasis on the development of a vocational assessment battery and makes specific recommendations useful to teachers and counselors.

The following are the main points presented:
(a) A carefully chosen battery of tests, administered within a school day, can provide useful data for making specific educational, vocational and behavioral recommendations.
(b) Group administration of many of the tests is feasible with the use of cassette tapes and earphones.
(c) Eight to ten clients is an ideal number for three evaluators (two trained in individually-administered tests and one trained in group administered tests).
(d) Immediate interpretation of the 16 Personality Factor Test is possible through the use of a portable programable calculator.

Alcorn, A. Parental Views on Sexual Development and Education of the M.R. Journal of Special Education, 1974, 8(2), 119-130.

This article reports about a questionnaire given to the parents of the MR. It was in reference to the MR's sexual habits and attitudes. The questionnaire was to also determine the parents' attitudes.

Aloia, G. F. Effects of Physical Stigmata and Labels on Judgements of Subnormality by Preservice Teachers. Mental Retardation, 1975, 13(6), 17-22.

This article concerns the possible detrimental effects of the label "mentally retarded." The author approaches two aspects of labeling: (a) the effect on the individual himself, and (b) the effect on the behaviors of others towards the individual labeled.

Alper, S., DeNeve, R., Retish, P. M. The John F. Kennedy High School Work-Study Program. Education and Training of the Mentally Retarded, 1972, 8(2), 27-29.

This article discusses a workstudy program developed at The John F. Kennedy High School in Cedar Rapids, Iowa. This program was initiated to provide real-life experiences for educable mentally retarded students attending school there. A lab was set up with the purpose of easing the transition from school to job.

Ames, T. R. Program profiles: A program for transition to Independence. Mental Retardation, 1970, 8, 49-51.

Within the last 13 years the Young Adult Institute and Workshop of New York City has developed a program designed to introduce persons over the age of 16 who are mentally retarded or otherwise disadvantaged to skills they will need as employed adults. The transition program and alumni activities program which have

been successfully in operation, are described and plans for a program as part of an ongoing supportive program for mentally handicapped adults discussed.

Anderson, R. M. and Stevens, G. P. Practices and problems in residential schools. Exceptional Children, 1969, 35(9), 687-694.

The foci of this study was the prevalence of mentally retarded deaf children, the utility of intelligence tests with this group, the number and kinds of additional disabilities, and the projected grade level achievement.

Andron, L. and Sturn, M. L. Is "I Do" in the Repertoire of the Retarded. Mental Retardation, 1973, 11(1), 31-34.

Should the retarded marry? What services might be offered to aid the success of such unions? The authors have attempted to answer these questions in this descriptive study of married retarded couples in which both husband and wife evidence some degree of mental retardation.

Baily, D. M. Vocational theories and work habits related to childhood development. American Journal of Occupational Therapy, 1974, 25, 298-302.

Discusses several theories of vocational development as they related to skill teaching in childhood by the occupational therapist. Certain work habits are traced to early development, attitude to work, puncuality, regular attend, appearance, speed of work, cleanliness, concentration, social skills, etc.

Barker, H., Hall, J. and Morris, H. Sexual Knowledge and Attitudes of Mentally Retarded Adolescents. American Journal of Mental Deficiency, 1973, 77, 6, 706-709.

Through the use of questionnaires retarded adolescents and their parents were interviewed concerning self concept, sexual attitude, and sexual knowledge to see how adequately the parents could predict how their children would respond. The total score of the questionnaire did not significantly differ from parent to adolescent although the adolescents did indicate a more liberal attitude than their parents predicated they would. The author stressed the need for education of both the adolescent and the parent in helping the adolescent become more mature in his sexual knowledge.

Barrett, A., Relos, R. M. and Eisele, J. Vocational Success and Attitudes of Mentally Retarded Toward Work and Money. American Journal of Mental Deficiency, 1965, 70, 102-107.

Two groups of MR individuals, composed of subgroups at four different institutions in the U. S. and equated relatively as to IQ, age, and educational background, were examined with 20 items designed to reveal differences between groups on attitudes toward work and the use of money. Results indicate that the successful group can be distinguished from the unsuccessful by significant items that emphasize abstractive reasoning.

Bass, M. S. Marriage, Parenthood, and Prevention of Pregnancy. American Journal of Mental Deficiency, 1963, 68, 318-333.

This article discusses such topics as marriage, offspring, sterilization, and genetic possibilities for the retarded. This study indicates that parenthood should be discouraged in the majority of cases.

Bass, M. S. Marriage for the Mentally Deficient. Mental Retardation, 1964, 3.

The possibility of marriage for the mentally deficient is examined in the light of the increasing scientific, religious and public acceptance of fertility control.

Bass, M. S. Sexual Rights and Responsibilities of the Mentally Retarded. American Journal of Mental Deficiency, 1974, 79, 2, 234.

This brief article is in essence a book review on a very important factor concerning the secondary EMR: sex. The review stresses the fact that the retarded are human beings and that they are entitled to all that is involved in sexual expression. Basic suggestions are helpful not only to educators but also to parents of the retarded. The review tells of a Mr. Gordon who advocates a new approach for dealingwith sex education. Many people feel this approach is very offensive but helpful, especially to the retarded.

Baxter, J. M. Clerical Training for the Mentally Retarded on a College Campus. Education and Training of the Mentally Retarded, 1973, 8, 128-136.

This is a report of an experimental clerical training program at Ferris State College. The goal was to prepare 20 mentally retarded girls for employment in small offices, duplicating rooms or mail rooms. Training lasted for 7 weeks. There were 175 hours of classroom instruction and 65 hours of individual self directed practices. Business filing, introducing typing and

duplication machine operators were the courses offered. The results of the experiment proved the MR can be taught basic vocational skills if provided sequential training at appropriate pace. It is suggested that it would be beneficial for junior and senior high school business and special education teachers to begin to develop appropriate clerical training sequences as a vocational alternative for the mentally retarded.

Baxter, J. M. Classroom Techniques. Education and Training of the Mentally Retarded, 1972, 7, 135-140.

This article is dealing with the adaptation of the traditional vocational education instructional approach to business skills. It shows that mentally retarded students can learn duplicator machine operation, typing, and basic filing in the same way their normal peers can.

Becker, R. The Reading-Free Vocational Interest Inventory: Measurement of Job Preference in the Educable Mentally Retarded. Mental Retardation, 1973, 11, 4, 11-15.

This article describes a non-reading technique to measure vocational preference of educable mentally retarded youth. Appropriate job tasks for the mentally retarded were translated into drawings which illustrated with drawings the job activity in process. Results after careful analysis indicate that reliability and validity for individual items and for the total test are satisfactory.

Becker, R. L. Vocational Choice: An Inventory Approach. Education and Training of the Mentally Retarded, 1973, 8, 128-135.

This article is about the Reading Free Vocational Interest Inventory and the testing done to standardize it. The representative sample was taken from male and female MRs in public secondary day schools and state residential institutions.

Beebe, L. N. Mentally Retarded Youngsters. Parents Magazine, 1974, 49, 28.

The author of this article stresses the fact that not only parents of mentally retarded individuals should be involved in protecting the rights of America's silent minority. The most emphasis is placed on an appropriate education.

Bejab, M. Unmet needs of the mentally retarded in the community. American Journal of Mental Deficiency, 1958, 62.

This article explains the component in mental deficiency that the social worker is best equipped to evaluate and sometimes modify.

Bennett, B., Vockell, E. and Vockell, K. Sex Education for EMR Adolescent Girls. The Journal for Special Educators of the Mentally Retarded, 1972, 9(1), 3-7.

How does a school program provide appropriate sex education for the mentally retarded? Their physical development often occurs at a normal pace while their ability to understand is far behind. This article discusses a study which implemented a program of sex education for EMR girls. Female EMR's (age 17-23) were used. Classes dealing with many wide and varied areas of sex were given. The girls received and gained valuable information. As a result, it's success hopefully will encourage more of it's uses. Sex education is a must for adolescent retardates.

Berenstein, F. The Man and Woman Group: Problems in the Heterosexual Relations of the Mentally Retarded. The Journal for Special Education of the Mentally Retarded, 1973, 9(3), 150-157.

This article reports some problems encountered by mentally retarded adults in heterosexual relations in a workshop group specially formed for helping MRs deal with these problems in New York City.

Berkman, G. Teenagers Are Making It Work: An Activity Center in a Special School. Teaching Exceptional Children, 1973-74, 6, 127-133.

The article is about an activity center designed to enhance the adolescent's performance of basic tasks important to his social development. He does this by aiding and directing primary children through the center.

Betterman, G. Classroom Techniques: A New Venture in Vocational Habilitation for the Educable Mentally Retarded. Education and Training of the Mentally Retarded, 1972, 7(2), 88-97.

New Models in vocational habilitation for educable mentally retarded youth are always in demand. This plan explained by Gene Betterman was unique to Idaho and has potential for success in other communities or states faced with establishing work-study programs. Special emphasis is placed on community-public school cooperation in attempting to provide a service for 16 to 21 year old boys. The program has some apparent weaknesses, one is training is only available for boys in this project.

Bidgood, F. E. Sexuality and the Handicapped. Journal for Special Educators of the Mentally Retarded, 1975, 11(3), 199-203.

This report gives an overall view of society's general

approach to sexuality among the handicapped. Some MR adults give their own view on sexual relationships.

Bilsky, I., Evans, R. A. and Gilbert, L. Generalization of Associative Clustering Tendencies in Mentally Retarded Adolescents: Effects of Novel Stimuli. American Journal of Mental Deficiency, 1972, 77, 1, 77-84.

In this study, mentally retarded adolescents were asked to recall words from conceptual categories on different consecutive trails. The data showed that you can employ the associative clustering technique to increase specific organizational tendencies in mentally retarded individuals.

Birenbaum, A. Resetting MR in the Community. Intellect, 1975, 103, 443-446.

This article dealt with the need for special concern and training which, if not attended to, can lead to failures in future efforts to bring MR persons back to the community. The suggestions are based on evidence acquired while studying changes that took place in the lives of 63 MR adults who voluntarily left large and isolated state institutions. The adults' residence, with capacity of 70, was established in an ethically heterogenous working-class neighborhood. Moving from a state school to Gatewood involved major adjustments in living arrangements, producing new social expectations for the residents. For example, in the institution they had little need to learn to travel in city streets or with groups. The increase for personal decision making took form. The inability to establish a budget was also a major problem because this had not been taught in the institution. Living at Gatewood provided more personal relationships. The concept of "my room" became important. The ability to behave appropriately in public places was evident in the reaction of the residents. In conclusion, retarded adults who spend the major portions of their lives in state schools often lack experience in performing simple tasks of everyday living. The development of such a program as Gatewood is not merely an attempt at remediation, but is in keeping with the promise made to residents, when they are selected for resettlement, that they would be able to learn how to work and become more independent.

Bitter, J., Bolanovic, D. J. Warf: A Scale for Measuring Job Readiness Behaviors. American Journal of Mental Deficiency, 1970, 74, 616-620.

This article discusses the need for tests that will record or indicate measures of work-related behaviors which occur prior to employment and are predictive of job adjustment after employment is needed. The importance of the evaluation helps to determine and plan for rehabili-

tation programs which would include training, counseling, and job placement.

Blatt, B. Public policy and the educational of children with special needs. Exceptional Children, 1972, 38, 537-545.

The author highlights the shortage of services to the mentally retarded population and points to the need for community-based programs for children with all types of handicapping conditions.

Bloom, W. Effectiveness of a cooperative special education vocational rehabilitation program. American Journal of Mental Deficiency, 1967, 72, 393-403.

Actions were taken in the Texas program to improve the attitudes and personalities of high school age EMR students. It had been effective. 120 subjects had significantly different scores depending on sex, life style of the family, etc.

Bondwell, M. A Community Involvement Program for the Trainable Adolescent. Teaching Exceptional Children, 1975, Summer, 110-114.

This is about a program set up to get trainable MR adolescents involved and aware in the community. "Community exposure is a valuable aspect of a school program ... Such exposure can provide practical reinforcement of skills taught in schools, expose the students to possible future interests and activities after completing school, and can add new interest and motivation to the school program."

Bonfield, R., Cohen, C., Drugo, J., Vanderaar, W. and Wiegman, P. The Singer Vocational Evaluation System With An Educable Mentally Retarded Population. Mental Retardation, 1975, 13, 6, 31.

This system attempts to measure vocational aptitudes, interests, and work attitudes through the work sample method. There are 15 work stations, each reflecting a different occupation. Some schools use this program as a comprehensive habilitation program for EMR high school students. High EMR scores on the error and time variables seemed to be related to the student's previous experience and the repetitive nature of the tasks. Low EMR scores were related to the complexity of the work sample tasks. Questionnaires filled out by the referring rehabilitation counselors indicated that the vocational evaluator's reports helped the EMR students make realistic vocational class selections.

Bohem, D. Conscience Development in Mentally Retarded Adolescents. Journal of Special Education, 1967-68, 2, 93.

This article explains the effect of an investigation of chronological age, intelligence, and sex on the level of maturity of moral judgement in two groups of mentally retarded students of high school age and compared the finding with the results of normal younger children, as well as with Piaget's theories.

Bolton, B. and Sugent, E. Abstract Reasoning Ability as a Predictor of Vocational Success of Adult Retardates. Education and Psychological Measurement, 1974, 1009-1011.

The Attitudes Toward Work and Money questionnaire was administered to ten vocationally successful and ten unsuccessful mentally retarded clients. Only one of the twenty items which comprise the ATWMQ discriminated (p. 05) between the criterion groups. The results did not support the original study.

Booke, J. Summer Program for the Special Education Adolescent. Education and Training of the Mentally Retarded, 1971, 6, 4, 167-169.

This article tells about a summer program for teenagers in special education which focused on the transfer of learnings from a vocational program to realistic situations in daily life.

Bordwell, M. A Community Involvement Program for the Trainable Adolescent. Teaching Exceptional Children, 1975, 7, 4, 110-115.

The purpose of the program is to enable students to become participants rather than isolated members of their community. This project involved 22 retardates ages 13-22. The student became aware of available community facilities and learned to use appropriate behavior in these facilities. This community exposure can be a valuable aspect of a school program.

Borelli, A. Occupational Training for Retarded Persons. Mental Retardation, 1972, 10, 5, 15-17.

This article attempts to provide an overview of the basic governmental and private agency rehabilitation programs for the retarded vocational training, on the job training, work-study curriculae and recreational opportunities. Particular attention is given to the major criteria for acceptance to the outlined program. Detailing specific names has been largely avoided to allow application to many geographical areas.

Bowden, J., Spitz, H. H. and Winters, J. J. Follow Up of the Retarded Couple's Marriage. Mental Retardation, 1971, 9(6), 42-43.

A follow up of a retarded couple's marriage by Social Workers in Field Services. Excerpts from their report from the beginning of their marriage in February, 1969, through July, 1971, were stated.

Bragdon, I. B. How to Help Migrant Children. Todays Education, 1976, Jan-Feb, 57-58.

This article gives some tips on teaching migrant children. The author was a migrant child herself and she states that we must understand their problems so we can better teach their children.

Braginsky, B. M. and Braginsky, D. D. Stimulus/Response: The Mentally Retarded: Society's Hansels and Gretels. Psychology Today, 1974, 7, 10, 18.

In this article, the authors reveal that society allows and provides for its mentally retarded. Mental retardates are still seen as the embodiment of ignorance, incompetence and ineffectuality, but they are no longer blamed for their behavior.

Broden, M., Hall, R. V., Dunlap, A. and Clark, R. Effects of Teacher Attention and a Token Reinforcement System in a Junior High School Special Education Class. Exceptional Children, 1970, 36, 341-349.

Teacher attention and a token reinforcement system were used to bring about control in a disruptive junior high school special education classroom. Individual and group study levels were recorded during a baseline period. Subsequent experimental periods employing teacher attention and/or a token point system increased study levels and decreased disruptive behaviors of class members. Reinforcement of appropriate behaviors was withdrawn during short reversals producing lowered study rates. Reinstatement of contingencies again resulted in increased study levels.

Brolin, D. Vocational Evaluation: Special Education's Responsibility. Education and Training of the Mentally Retarded, 1973, 8, 12-17.

This article stresses the importance of the secondary school program in evaluating the EMR's vocational potential. A model vocational evaluation and placement program is introduced and described in detail. In addition, a method is described which may be useful in organizing the vase amount of vocational evaluation data collected on each individual.

Brolin, D. Career Education Needs of Secondary Educable Students. Exceptional Children, 1973, 39, 8, 619-624.

This article identified the needs of secondary level educable mentally retarded students and the competencies teachers must have to meet these needs. This study showed a greater emphasis is needed to prepare secondary teachers of the educable retardates with knowledge and skills in vocational rehabilitation and education. This study also showed that changes are needed in special education teacher preparation.

Brolin, D. Value of Rehabilitation Services and Correlates of Vocational success with MR. American Journal of Mental Deficiency, 1972, 76, 644-651.

Investigated the efficacy of rehabilitative services for the retarded and variables related to vocational success. Difference in importance of variables depended on sex are noted.

Brolin, D. E. Programming Retarded in Career Education, (Project PRICE), Working Paper No. 1, Missouri University, Columbia Dept. of Counseling and Personel Services, Bureau of Education for the Handicapped, Washington, D. C., Published Sept. 1974.

This paper discusses the values of a Career Education program for the retarded. PRICE has three goals: (1) To identify and develop appropriate types of techniques, materials, and experiences so that school personnel can work more effectively with EMR students in career education context; (2) To develop an in-service/staff development model to educate regular and special education personnel to provide effective career education services to EMR students in K-12 programs; and (3) To complete and disseminate the resulting in-service/staff development training program so that it can be utilized throughout the county by school systems desiring to adopt the career education approach. The paper discusses occupational preparation and describes seven major positive changes that should occur if schools are to incorporate the Career Education Program. Described is the process of implementing the program and how to program the retarded individual in the career education program. A list of 22 competencies necessary for the EMR student to acquire before being allowed to graduate from the secondary program are listed. The Career Education approach can be an excellent vehicle to meet the needs of handicapped students and can serve as a means of accomodating them into ongoing educational processes.

Brolin, D., Durand, R., Kromer, K. and Muller, P. Post-School Adjustment of Educable Retarded Students. Education and Training of the Mentally Retarded, 1975, 10, 3, 144-148.

The article discusses the community adjustment of mentally retarded persons after they terminate their education. A follow-up study of former educable retarded students revealed considerable vocational adjustment problems. One major finding was the relatively better adjustment made by those students who had received more of a work-study orientation. The authors also made several suggestions for different programs to be implemented into the secondary level of instruction for the EMR.

Brown, A. L. Context and Recency Cues in the Recognition Memory of Retarded Children and Adolescents. American Journal of Mental Deficiency, 1972, 77, 1, 54-58.

The author investigated 24 retarded children and adolescents for recognition memory for pictures. The participants were selected randomly from the Manfield Training School in Connecticut. The purpose of the investigation was to find the subjects' ability to use either context or time tages in a continuous recognition memory task. The study found that retarded subjects had excellent recognition memory for pictures. The data also revealed that they were efficient in giving information about the picture, such as where and when they had seen the item before

Brown, D. and Hanson, A. Learning in a working day world. Special Education, 1971, 60, 13-17.

At a time when school leavers in depressed areas are still without employment, Ifield School in Kent, England has initiated a work observation scheme for educationally subnormal boys and girls in their last year at school that leads optimally to job placement following their education. The object of this program is to familiarize the young school leaver with the demands and atmosphere of the work situation in general. It is not intended as a form of vocational training for any particular task. The school, along with cooperation from career offices, ensure the students that they will not be poorly paid or exploited, by accompanying many students on their interviews. The program has added a vital third dimension to their school work as well as valuable stimulus.

Brown, L., Bellamy, T., Perlmutter, L., Sackowitz, P. and Sontag, E. The Development of Quality, Quantity, and Durability in Work Performance of Retarded Students in a Public School Prevocational Workshop. Training School Bulletin, 1972, 69, 58-69.

The demonstration was conducted as part of a public school prevocational training program and was concerned with the delination of procedures that might result in the development of three important work attributes: the accurate completion of a work task: (Quality) accurate completion of a work task at competitive rates (Quantity) and the accurate completion of a work task at competitive rates under a typical vocational payment schedule (Durability). The results suggest that the 3 work attributes delinated above can accrue from systematic environmental manipulations and thus might be considered realistic instructional objectives in pre-vocational training programs of retarded students.

Brown, L. and Foshee, I. G. Comparative techniques for increasing attending behavior of retarded students. Education and Training of the Mentally Retarded, 1972, 6, 4-11.

Two techniques were used to increase attending behavior in MR students: individual reinforcement and reinforcement of a model. No significant difference between the two techniques was reported.

Buckholtz, K. Lightweight power tool provide self-directed outlet for students. Winnower, 1969, 5(1), 20-30.

After finishing their academic work, MRs in a special education class benefit from self-directed work with a light-weight multipurpose tool. The project was satisfying and provided useful training. Article also lists materials used and projects are mentioned.

Budoff, M., Greenberg, G. and Harrison, R. Differences between EMR and non retarded children in fluency and quality of verbal associations. American Journal of Mental Deficiency, 1975, 79, 583-591.

This study was to find out whether EMR children differed from nonretarded children in productivity, speed and quality of associative connections with vocabulary size controlled and also to study EMR childrens learning potential to their performance on word association tasks.

Burke, A. A. Placement of black and white children in educable mentally handicapped classes and learning disability classes. Exceptional Children, 1975, 41, 438-439.

This article deals with a comparison study of the placement of black children in classes for the EMR handicapped versus classes for children with learning disabilities. Racism, however, subtle it may be, can affect the educational placement of these children. Society as a whole

has certain expectations and sterotypes which may prevent members of certain groups from attaining any more than society expects from that group. As might be expected there was a significantly greater number of blacks observed in EMR handicapped classes than might be expected. In like manner there were a greater number of whites observed in learning disability classes than statistics allowed.

Burke, D. A. and Sellin, D. F. Measuring the Self-Concept of Ability as a Worker. Exceptional Children, 1972, 39, 2, 126-132.

This article discusses the relationship of self-concept of ability to performance and the need for a measurement device for the self-concept of work ability of retarded adolescents is identified. There is a scale described that teachers and vocational workers use. Statistical evidence concerning reliability and internal consistency are presented. The scale is offered for both research and program evaluation as well as client centered diagnostic purposes.

Busse, L. L. and Henderson, S. Effect of Contingency Management Upon Reading Achievement of Junior High Educable Mentally Retarded Students. Education and Training of the Mentally Retarded, 1972, 7, 2, 67-73.

One teacher without teacher aides or other outside assistance attempted to increase the reading achievement of 13 junior high school educable mentally retarded children through the systematic use of contingency management techniques. The subjects participated in a 50 minute reading session daily throughout the 17 week study. Pre and post testing or reading achievement demonstrated a mean of 1.3 years advancement; seven of the children were subsequently placed in regular reading classes. Follow-up one year later indicated all were achieving success in the regular program.

Butler, W. Agency-Labeled Mentally Retarded Persons in a Metropolitan Area: An Ecological Study. American Journal on Mental Deficiency, 1974, 76, 1, 22-31.

An ecological study of persons labeled mentally retarded in a moderate sized city in California was the basis of this article. The conclusion was that regardless of geographic proximity to an agency, persons labeled mentally retarded by public agencies were predominantly the minorities and/or poor who lived in deteriorated areas or older housing. Persons labeled mentally retarded by private clinics were predominantly Anglo, middle or upper class, and resided in areas of better housing and neighborhoods. Only more research will reveal whether this is true in all cities this size or if it is a unique theory.

Byrnes, M. A. Positive Attitudes: A Must for Special Programs in Public Schools. Teaching Exceptional Children, 1976, 8, 2, 82-84.

The development of positive teacher attitudes is necessary for program success. This is one of the best articles I have ever read. A visible special education program can aid in acceptance of special children by the entire school.

Calella, H. V. Career Development Centers: A Modified High School for the Handicapped. Teaching Exceptional Children, 1973, 5, 3, 110-118.

In Nassau County, New York, the Board of Cooperative Educational Services (BOCES) operates one of the nation's few modified high schools for handicapped adolescents. Called the Career Development Center (CDC), the school enrolls 265 students ages 15 to 21, who at one time or another in their school history, have been labeled brain-injured, learning disabled, or emotionally disturbed. All have a history of academic failure, poor school adjustment and behavior disorders. From all parts of Nassau County students are bused daily to a modular building for 6 hours of instructions in various skills and work toward a behavior change.

Campbell, C. Job Interviews and the Retarded: Learning the Art. Psychology Today, 1974, July, 26+.

This article discusses the role playing tasks that should be incorporated into job training programs for the mentally retarded.

Carlson, J. and MacMillian, D. Comparison of Probability Judgements between EMR and Nonretarded Children. American Journal of Mental Deficiency, 1970, 74, 697-700.

Two groups of educable mentally retarded children (ages 9 and 12) were cross-matched with a group of nonretarded children (age 9) on the basis of CA and MA. The children were given a Piaget derived probability task test individually. The purpose of the study was to assess the level of development of probabilities thought for nonretarded and retarded children. The results indicated that EMR and non-EMR's do not differ in ability to predict distributional form, but do vary in ability to justify their prediction and that EMR children are more susceptible to counter suggestion.

Carlson, J. S. and Michalson, L. H. Methodological study of conservation in retarded adolescents. American Journal of Mental Deficiency, 1973, 78(3), 348-353.

Study of conservation in EMR adolescents show type of questioning formats affect conservation performance.

Carr, C. C. and McLaughlin, J. A. Self Concepts of Mentally Retarded Adults. Mental Retardation, 1975, 11, 6, Dec., 57-59.

The purpose of this study was to examine and compare: a) the mentally retarded adults opinion of himself in relation to specific topics presented in class; b) his view of himself in general; c) his peers evaluation of him; and d) the teachers predication of his ability to perform as a member of the community.

Carter, J. L. Intelligence and Reading Achievement of Mental Retarded Children in Three Educational Settings. Mental Retardation, 1975, 13, 5, 26-27.

The purpose of this article was to compare the relationship of intelligence and reading achievements of educable mental retarded. Three different educational settings were selected and studied. Also, among these three settings the one which relates to the highest achievement was selected and hopefully will be inforced to help the EMR to learn to read and comprehend.

Carter, J. L. Auditory Discrimination and Training Effects for Educable Retarded Children. Education and Training of the Mentally Retarded, 1975, 10, 94-95.

This study involved educable mentally retarded children and their ability to discriminate auditorily. Following the discussion, the results found that the auditory discrimination ability of mentally retarded children was directly related to mental maturity and that this ability could be enhanced through general training.

Cartwright, C. The Children of Mimosa: A Whisper of Hope for the Mentally Retarded. PTA Magazine, 1973, 68, 29-31.

Dr. Lent, a well known behaviorist, led a unique demonstration program in 1965, called the Mimosa Cottage Project at Parsons (Kansas) State Hospital and Training Center, its immediate purpose was to prepare institutionalized mentally retarded girls for life in a normal society. Out of 71 mentally retarded girls, the program succeeded with 40.

Casady, M. Retarded Children Can Use Symbols to Communicate. Psychology Today, 1974, Sept., 28-29.

This article is about developing the language of the mentally retarded and communicating with them by using concrete objects.

Cegelka, W. J. A Review of Research: Reading and the Educable Mentally Handicapped. Exceptional Children, 1970, 37, 3, 187-198.

The article reviews the literature dealing with EMR children and the importance of reading. The characteristics of EMR children which influence the acquisition of reading skills and current approaches to teaching reading are discussed.

Cegelka, W. J. A Review of the Development of Work-Study Programs for the Mentally Retarded. Training School Bulletin, 1970, 67, 2, 87-113.

This article reviews the development of cooperative work-study programs between education, vocational rehabilitation, and other community agencies. Several specific programs are reviewed in detail. Suggestions for the development of work-study programs are included.

Centerwall, W. R. and Murdock, J. L. Human Chromosome Analysis. American Family Physician, 1975, 11, 76-89.

This article deals with the more, common autosomal abnormalities such as Down's D trisomy, E trisomy and the cri du chat syndromes. Suspected sex chromosome, syndromes include Klinefelters, Turner's and the supermale and superfemale. Chromosome analysis (karyotyping) should become a useful tool in the armamentarium of every physician. With a slightly increased index of suspicion and a little experience with the chromosome analysis services available, the physician can increase referrals and be provided valuable information for counseling his patients and/or their families.

Chaffin, J. D., Spellman, C. R., Regan, C. E. and Davison, R. Two follow-up studies of former EMR students from the Kansas Work Study Project. Exceptional Children, 1971, 37, 733-738.

Two follow-up studies were conducted to investigate the post-school adjustment of EMR subjects from the Kansas Work-Study Program and a comparison sample from neighboring school districts. Results indicated that most of these EMR students would be employed in the competitive labor market without benefit of a work-study program. Students who had participated in the work-study program, however, were graduated more often, held their jobs longer and earned more money than did the students from the comparison group.

Chaffin, J. D. and Payne, J. S. Developing Employer Relations in a Work Study Program for the Educable Mentally Retarded. Education and Training of the Mentally Retarded, 1968, 3, 3, 127-132.

This paper considered an approach used to develop employer relations in a senior high school work study program. The procedures and techniques developed in establishing good employer relations were the result of three years of experience in the Kansas Special Education and Vocational Rehabilitation Cooperative Project. This article provides a description of techniques of recruiting employers; developing employer's interests; and maintaining employer support for a work study program.

Charnelle, S. A New Life For The Retarded. McCalls, 1974, 101:37.

This article describes a program which enables Educable Mentally Retarded individuals to live outside institutions and function in a more "realistic" environment. Those who qualify move out of the institutions into an apartment shared by other mentally retarded individuals under the supervision of counselors.

Chesney, K. F. Corn Drive for Handicapped. Farm Journal, 1976, Feb., 47-49.

This article reports the collection of corn each fall in the state of Minnesota. The money from the sale of this corn is used to finance Camp Courage. Camp Courage is a camp for the handicapped located at Golden Valley, Minnesota.

Clark, A. and Foster, J. Objective measures and occupational success. Mental Retardation, 1970, 8, 41-44.

The vocational intellectual, social and emotional adjustment of 29 adolescent and adult retardates. Neg. significant relationship was found between age and all categories of adjustment.

Cleland, C. C. and Swartz, J. D. Work Deprivation as Motivation To Work. American Journal of Mental Deficiency, 1969, 73, 703-712.

Normal people have the same meaning of work as do the mildly retarded people. This has been found to be true for institutionalized and non-institutionalized retardates. The study found that middle aged mental retarded adults were just as serious about the work as normal workers.

Cleland, C. C. Voting Behavior of Institutionalized Mental Retardates. Mental Retardation, 1973, 11, 31-34.

Recent extensions of legal rights to retardates and the mentally ill and the lowering of the voting age insure that numerous retarded, both non-institutionalized and institutionalized, will vote. The present study of

private and state institutionalized retardates voting in a mock election reveals: (1) a desire to engage in voting; (2) a high percentage of spoiled ballots; (3) a need for some education on the voting process. Implications for normalization are also discussed.

Clennon, S. Training Special Students for Employment. Teach Exceptional Children, 1975, Spring.

The purpose of this article deals with the environment offering many vocational opportunities. By examining one's own school system, a teacher may find many job situations conducive to career education, such as playgroun monitor, office clerk, teacher's aide, custodian, grounds keeper, or kitchen aide. With careful planning and supervision, a teacher can develop his own vocational program and give the special education student a head start in participating in a competitive world. When programs such as these are provided, the special education pupil does not have to leave the school environment in order to receive important job training skills and needed exposure to various vocational experiences. Most important the student can become familiar with work attitudes and can realize the responsibility the job requires.

Clinger, P. A. and VanOsdol, B. M. Remediations of Learning Disabilities - Methods and Techniques. Teaching Exceptional Children, 1974, Summer, 193-196.

Discussion that deals with the uniqueness of the LD child. States that the usual curriculum and methods are not appropriate. Teachers must modify or create new methods and techniques that will help LD pupils improve learning skills.

Cohen, J. S. Vocational Rehabilitation Concepts in the Education of Teachers of the Retarded. Education and Training of the Mentally Retarded, 1972, 7, 4, 189-194.

This article deals with various aspects of vocational rehabilitation for the retarded. First the author discusses the history and the role of legislation and the contribution of parents organization in vocational rehabilitation for the mentally retarded. Also discussed are the current limitations of vocational rehabilitation such as social influences and educational influences. A model of instruction for teachers is presented to suggest ways of meeting some of the needs identified within the article.

Cohen, J. S. Employer Attitudes Toward Hiring Mentally Retarded Individuals. American Journal of Mental Deficiency, 1963.

This article concerns attitudes of people about hiring the MR. It makes you think about how some people are completely against hiring the MR.

Cohen, L., Goldstein, L. and Gottlieb, J. Social contact and personal adjustment as variables related to attitudes toward EMR children. American Journal of Mental Deficiency, 1973, 77, 312-319.

Attitudes of intellectually average children toward EMR pupils were studies in schools serving and not serving EMR pupils. Findings indicated that attitudes toward EMR pupils were most favorable when the raters had little school contact with EMR children. A second purpose in the study was to test the theory that well adjusted EMR pupils would express more favorable attitudes than poorly adjusted children.

Cohen, M. and Close, D. W. Retarded Adults Discrete Work Performance in a Sheltered Workshop as a Function of Overall Productivity and Motivation. American Journal of Mental Deficiency, 1965, 70, 526-529.

Production times of high and low retarded adults in a sheltered workshop were analyzed in terms of actual time working as opposed to actual time not working and under conditions of standard and high motivation.

Collins, H. A., Burger, G. K. and Doherty, D. Self Concept of EMR and Nonretarded Adolescents. American Journal of Mental Deficiency, 1970, 74, 285-289.

This study compared the self-concepts of EMR adolescents attending a special education school with the self-concepts of intellectually normal adolescents attending a public high school.

Coople, C. R. Habilitation of Rural Educable Mentally Retarded Adolescents. A Handbook for Educators, November, 1969.

A study was made of 20 rural high schools with enrollments of less than 110 and with EMRs enrolled. The study was interested in the educational needs, programs, individual characteristics, parent attitudes, administrator attitudes, counselor attitudes, and student attitudes. Six special education experts rated what people thought could be included in the school curriculum. The lists were then submitted to parents who rated them.

Cormany, R. E. Classroom Techniques - A Career unit for the Junior High EMR Student. Education and Training of the Mentally Retarded, 1975, 10, 151-154.

Cormany planned a careers education unit for 150 8th grade EMR students in Pennsylvania. The unit included ten lessons at least an hour long each pre and post-testing revealed more realism in careers after the unit but no difference in students interests towards particular career choices. Evaluation by the students of the careers unit showed a need for longer periods on the lessons, and more field trips and materials (the students requested this). Follow-up on the students career interests in their high school years is yet to be studied.

Creasy, R. F., Garner, R. E. and Lacy, G. Workshops - Why, What, Whether? Mental Retardation, 1972, 10, 3, 25-29.

This three-part article on workshops covers the historical development of human society's concern for its handicapped members from the anthropological point of view; classifies and reviews the three types of workshops; and defines areas of concern and explores possible solutions.

Cronis, T. and Juston, J. E. Teaching Work Attitudes at the Elementary Level. Teaching Exceptional Children, 1975, 7, 103-105.

Elementary level mentally handicapped students should be aware of the requirements of work in society. While learning about the work, the student is making decisions about his job and assuming responsibilities in his work role.

D'Alanzo, B. J. Perceived Role Behavior Expectations of Fall Time Work Study Programs Coordinators. Education and Training of the Mentally Retarded, 1974, 9, 3, 31-33.

A survey of four selected reference groups was conducted to determine significant differences in perceived role expectations for full-time work study program coordinators of educable mentally retarded youth, in Ohio secondary schools. The following respondent group were compared: the professional staff of the division of special education programs and full time work study coordinators themselves. A 63 item instrument was developed for the survey. Data were analyzed in two ways: ranking of items by percent of agree responses and statistical technique to determine significant differences at the 0.5 level. Data analysis revealed the resondent groups differed regarding only four of the items within the instrument indicating similar role behavior expectations for the full time coordinator by all four groups.

Daniels, L. K. Intelligence and Vocational Adjustment. The Training School Bulletin, 1973, 70, 3, 135-139.

A great deal of controversy over the association between intelligence and vocational adjustment has been reported in the professional literature which warrants clarification. The present study reports results of an invertigation directed at an analysis of the relationship between vocational adjustment and level of intellectual functioning. The research design included a sample of 40 functionally retarded males whose ages ranged from 17-28 with a mean of 19.76. Stanford-Binet intelligence test scores ranged from 50-80 with a mean of 64.53. All subjects resided with their parents and commuted daily to an occupational training center in Eastern Massachusetts. No organic brain disease was detected and all subjects had experienced varying degrees of difficulty in academic achievement, acquiring adequate work habits, psychological and social adjustment, and intellectual functioning. All subjects were rated on a 127 item vocational adjustment rating scale. Intelligence was measured by the Stanford-Binet Intelligence Scale. Chi square estimates were computed between intelligence and vocational adjustment. The latter consisted of an indirect measure of vocational adjustment, a direct measure of vocational adjustment, and a total score estimate of vocational adjustment.

Davis, W. E. An Individualized Instructional Program for the EMR Child, Is It Possible? The Journal for Special Educators of the Mentally Retarded, 1974, 11, 50-52.

This article points out the difficulties a regular classroom teacher has with providing "individualized instruction" for each EMR student because of a short amount of time, the large class size, and the lack of basic resources. There is a following discussion on these three problems, how to deal with them, and how to solve them.

DeBoor, M. F. What Is to Become of Katherine? Exceptional Children, 1975, 516-518.

This article is about records of Katherine Jamieson who has been diagnosed as retarded, borderline retarded, borderline, borderline normal, and every possible gradation in between. Her father has a pile of material that is remarkable for what it includes about his daughter's 20 years of life. While the disputes continue, what is to become of Katherine who is unable to hold a job?

deHaven, G. E. Is selective hearing an occupational hazard in physical therapy? Physical Therapy, 1974, 54, 1301-1305.

This article briefly discusses the current court suits on behalf of handicapped children for "right to education", (Mills vs. Board of Education of District of Columbia) and

"right to treatment" (Wyatt vs. Stickney). These cases have resulted in a major social reformation which the author feels will have great impact on physical therapy. He briefly traces the litigation which led to this reformation and subsequent legislation. He notes that physical therapy has not been as active as it should have been in the legislative process relating to the role of physical therapy in special education programs. The direction physical therapists must take to be prepared to assume their new role in special education is discussed - these being undergraduate programs, graduate programs, and research. The author has issued an appeal to become involved to keep the "right to treatment" from becoming an endangered species.

DeRoo, W. M. and Haralson, H. W. Increasing Workshop Production Through Self-Visualization on Videotapes. Mental Retardation, 1971, 9, 22-25.

The purpose of this article was to describe the use and evaluation of video recording to increase sheltered workshop productivity among educable retarded young adults. Those who received video recordings of their work behavior each day for a week increased their production dramatically as compared to those who received verbal feedback only. Production levels were maintained even after treatment was discontinued. The study lasted three weeks.

Dick, H. F. and Lewis, M. E. School Attendance Areas as a Factor in Attitudes of EMR Adolescent Students Toward School and School Related Activities. Education and Training of the Mentally Retarded, 1972, 7, 82-86.

A differential test was given to compare expressed attitudes of 50 EMR adolescents who attended school outside their normal attendance area with attitudes of 37 EMR adolescents who attended school within their attendance area. The non-local group expressed significantly higher attitude scores on 5 of the 6 concepts.

Dinniss, P. E. Taranaki Opportunity Workshop Developments. Intellectually Handicapped Child, 1971, 10, 13-17.

Since the movement of the Taranaki Opportunity Workshop into a semirural area of New Zealand, an active program has been pursued to train mentally handicapped persons from the New Plymouth area for employment. A variety of training ranging from simple work habits to self-care is offered by trained specialists aided by a large staff of volunteers. Sewing and handwork of several types are taught mostly to women trainees, while men learn basic manufacturing processes, such as assembling, cutting and drilling, and bottle sealing. Trainees are paid on a

daily basis and are expected to save the majority to cover a one-month period when the workshop is closed. The Intellectually Handicapped Children's Society of New Zealand sponsors the workshop.

Dominoe, G. and McGarty, M. Personal and Work Adjustment of Young Retarded Women. American Journal of Mental Deficiency, 1972, 77, 314-321.

The relationship of personal and work adjustment was studied in a sample of thirty-five young adult mentally retarded women working in a sheltered workshop. The results support the hypothesis that personal adjustment is positively related to work adjustment.

Donovan, J. R. With Five Dollars and Enthusiasm. Teaching Exceptional Children, 1973-74, 6, 185.

A pictorial article demonstrating how a high school special class opened and operated a small store within the school. It aided in the learning of retail trade, work habits, finance, cooperation and leadership.

Dunn, L. Special Education for the Mildly Retarded - Is Much of It Justifiable? Exceptional Children, 1968, 35, 1, 5-21.

Dunn believes that many of the mildly retarded do not belong in special education classes. He says that special education teachers are often "high-pressured" into taking students who do not belong in special education.

Durbin, L. New Horizons for the Mentally Handicapped. Journal for Special Educators of the Mentally Retarded, 1974-1975, 64-69.

The Melwood Horticulture Training Center is concerned primarily with what it feels are the most important things that take root, and grow: mentally retarded trainees, self-reliance, sense of responsibility, and job skills. The training program is divided into three phases, with the first four weeks at Melwood used as a period of evaluation for each trainee to determine his, or her vocational potential, personal adjustment needs, demonstrated abilities, and special interests. One of the teachers also assess the trainees competence in the "3 R's" during this period.

Durojaiye, M. O. A. Occupational Choice and Attainment of ESN School-Leavers. Educational Research, 1970, 13(1), 36-43.

A comparison of 60 EMR adolescents from special schools with 60 EMRs from special classes in ordinary schools and 60 normals in secondary schools showed that many EMRs made vocational choices as realistic as those of normals, and

were more occupationally stable than normals. All were of low socioeconomic backgrounds. The EMRs were of comparable IQ (50-75) and 2½ years behind in reading and arithmetic attainments. Each child was interviewed individually, 18 months before leaving school and 12-18 months after leaving school. Occupational choice after leaving school did not differ significantly from the choice before leaving school.

Egan, R. Should the Educable Mentally Retarded Receive Driver Education? Exceptional Children, 1967, 33, 323.

This is a study which was conducted to determine the actual results of training the EMR to operate automobiles. The information in this study was based on four years of recorded observations and results of tests.

Edgerton, R. B. Sexual Behavior and the Mentally Retarded. Some Socio-cultural Research Considerations Paper prepared for NICHO Conference on Human Sexuality and the Mentally Retarded, Hot Springs, Arkansas, November, 1971.

Sexual behavior of educable mentally retarded and trainable mentally retarded individuals are discussed in this report. Some pro's and con's of marriage, birth control pills, IUD's, voluntary sterilization, and parenthood are discussed as well as liberalization of sexual freedom in institutions.

Edmonson, B. Social Perceptual Training for Community Living; Pre-Vocational Units for Retarded Youth. Vocational Rehabilitation Administration, Washington, D. C., 1967, 314.

The population of EMR students ranged from age 13 to 19 years. The study dealt with understanding social cues and signals with the appropriate response in the adult world. The sub-units are of one week duration. Lessons were presented as verbation teaching scripts.

Edmonson, B. Social Inferences Training of Retarded Adolescents. Education and Training of the Mentally Retarded, 1970, 5, 169-176.

With the educable retarded adolescents social cue decoding deficit is the focus of concern. Five classes of MR pupils in junior high school special education classes and six classes of institutional resident retarded pupils were the population of the study to determine in there is a difference between subjects treated with experimental and comparison programs with respect to gains in social functioning. There was greater gains in social cue decoding that with use of the contrast lessons, audiovisual supplement to ongoing programs, or nonsupplemented programs.

Edmonson, B. and Wish, J. Sex Knowledge and Attitudes of Moderately Retarded Males. American Journal of Mental Deficiency, 1975, 80, 172-179.

This article stresses the importance of preparation of retardates for sexual responsibility. In semi-structured interview sessions, 18 moderately retarded men undergoing deinstitutional training were questioned to determine their knowledge and understanding of pictures of dating, masturbation, marriage, intercourse, pregnancy, child birth, etc. The results of this experiment were of a wide range, with the lowest only answering 10 percent correctly, the median consisting of 28 percent correct, and only 1 subject answering as many as one half of the items. Serious errors of fact and conceptual confusion were found in at least some responses by all of the men.

Elo, M. R. and Darwin, D. H. Classification as "Mentally Retarded": A Determinant of Vocational Rehabilitation Outcomes? American Journal of Mental Deficiency, 1972, 77, 2, 190-198.

The study described in this article compared mentally retarded clients and non-retarded clients on a number of relivant rehabilitation outcome dimensions. The retarded clients were trained primarily for service occupatations, earned less than nonretarded clients, and spent a shorter time in counseling.

Evans, R. A. and Bilsky, L. Discrimination Training on the Identification of Reversible Letters by EMR Adolescents. American Journal of Mental Deficiency, 1972, 77, 2, 162-174.

The subjects for this study were 33 male and 15 female mentally retarded adolescents from the Edward R. Johnstone Training and Research Center, Bordentown, New Jersey. The CA range of the sample was from 142 to 214 months. Equal numbers of subjects were randomly assigned to two task format conditions, (a) oddity or (b) matching, with half of each group receiving one of two task stimuli conditions, (a) letters or (b) line drawings of socks. The subjects in the four treatment groups were divided into above-and-below-median reading grade subgroups. Thus, the experimental designs 3 factors were Task Format, Task Stimuli, and Reading Level.

Fedo, M. W. 113 Handicapped Learner Success Stories. American Education, 1973, 9, 29-32.

A center that enrolls learning disabled pupils from feeder schools offers a curriculum blending career training and special education. The center leaves nothing to chance in helping its students find employment.

Fiester, A. R. and Giambra, L. M. Language Indices of Vocational Success in Mentally Retarded Adults. American Journal of Mentally Deficiency, 1972, 77, 3, 332-337.

This study involved the comparison of "success" and "failure" of retarded adults, in shltered workshops on a variety of physcholinguistic diagnostic test. The results clearly confirmed the importance of language and communication skills in the vocational functioning of retarded adults.

Fischer, H. L. and Krajicek, M. J. Sexual Development of the Moderately Retarded Child: Level of Information and Parental Attitudes. Mental Retardation, 1974, 12(3), 28-30.

Interviews were conducted with EMR adolescents and their parents on sexual knowledge and attitudes.

Fitzgibbon, W. A Rationale for Crafts for the Educable Mentally Handicapped. Exceptional Children, 1965, 32, 243-246.

Crafts contribute toward the child's expanding concepts of reality, truth, and value. Motor and sensory experiences associated with crats have prime importance in helping the child to think.

Flenniken, D. Time-Quality Performance of Goodwill Clients Evaluated By The JEVS Work Sample Battery. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7, 3, 3-16.

This article reports findings resulting from the use of the Jewish Employment and Vocational Service (JEVS) work sample battery. Ninety-three clients were evaluated. These clients had a variety of disabilities with the largest number being mentally retarded. The findings indicate that the clients generally did either well or poorly in quality, with relatively few clients occupying the average range.

Fleres, C. N. An Experiment in the Pre-Occupational Education of Mentally Retarded Students on the Junior High School Level. Education and Training of the Mentally Retarded, 1975, 10, 1, 26-29.

The purpose of this exploration was to familarize youngsters with behavior expectations of daily employment. Even though the program served a useful purpose, it does fall short of providing the necessary awareness of actual occupational alternatives available to EMR's. The experiment included doing stimulating realistic occupational experiences. As a result, absentees reported to have dropped by 1/3. Behavorial changes toward this program were great from students and the parents responded with great enthusiasm.

Floor, L. Investigating the Helplessness in Mentally Retarded Adults. American Journal of Mental Deficiency, 1975, 79, 5, 565-572.

Helplessness or the inability to take effective action in a problem situation appears to involve both behavioral, motivational and competence factors. Helplessness in a group

of retarded adults was investigated through a set of behavioral and questionnaire measures specifically adapted for this population.

Florai, J. and Guarnaccia, V. J. Performance and Attributions to Ability, Effort, Task and Luck of Retarded Adults after Success or Failure Feedback. American Journal of Mental Deficiency, 1975, 79, 6, 690-694.

The four factors of effort, ability, luck and task difficulty as a result of success or failure feedback were investigated. Success was ascribed to ability, effort, and good luck; where as failure was attributed to lack of ability, lack of effort, and bad luck. No effort of task difficulty were found.

Flynn, T. M. Regular Class Adjustment of EMR Students Attending a Part-Time Special Education Program. The Journal of Special Education, 1974, 8, 167-173.

This study was done to determine if the personal and social adjustment of EMR students in the regular elementary class was improved by placement in a part-time special education program. The results showed that EMR students had a favorable opinion of the special education program and this program did help them in their regular classroom.

Folman, R. and Budoff, M. Learning potential and vocational aspirations of retarded adolescents. Exceptional Children, 1971, 38(2), 121-130.

The learning potential and vocational aspirations of EMR adolescents were investigated to test the learning potential hypothesis that those EMRs who profit from the training session in the learning potential assessment are educationally retarded while those who do not profit are MR.

Fox, R. M. Social Reinforcement of Weight Reduction: A Case Report on an Obese Retarded Adolescent. Mental Retardation, 1972, 10, 4, 21-23.

Social reinforcement in the form of attention and praise by the experimenter was given to an obese EMR adolescent female for weight loss per week at a specific level. Her initial weight was 239 pounds. Over a period of 42 weeks, of which 15 weeks involved reinforcement, the next 15 weeks and extinction period and the last 10 reinstatement of reinforcement she lost 79 pounds. Rapid weight loss was attributed to social reinforcement delivered by the experimenter as other environmental aspects were unaltered during the experiment.

Frank, A. R. Getting Ready for Junior High School. Teaching Exceptional Children, 1975, Summer, 136-138.

This article points out the often forgotten fact that the transition from elementary to junior high school, which is difficult for most youngsters, is equally difficult for the EMR of that age. This article suggests ways in which the teacher can ease the transition.

Fuller, R. Severely Retarded People Can Learn to Read. Psychology Today, 1974, 8, 97-102.

The Ball-Stick-Bird method developed by Fuller, is used in her experiment to help the retarded learn to read. The Ball-Stick-Bird method was developed accidentally, it was a reading system intended for normal and superior toddlers. Using three basic forms - a line, a circle, and an angle - one can make all the letters of the alphabet. The circle became a ball, the line a stick, and the angle a bird. Low IQ children understood the difficult vocabulary of Ball-Stick-Bird, which appeared too difficult for anyone but superior children.

Gajewski, F. J. Using Video Tape As A Learning Tool in Special Education Prevocational Programs. Journal for Special Educators of the Mentally Retarded, 1974-1975, 11, 53.

A Prevocational Coordinator from the Eastern Illinois Area of Special Education, instructed the students in those concepts and activities which are considered important to successfully functioning in an interview situation. Such activities as preparing an application form, personal hygiene, use of grammar, etc., were components of this phase of the overall CNT program. The writer near the end of the semester interviews with each student which were recorded on video tape with sound. He felt that they reacted with a great deal of realism since they did not know him very well. This tool proved to have a high motivational factor. The students and Prevocational Coordinator felt that this method was more informative, and more meaningful than merely discussing an interview situation, or reading about it in the test.

Gallagher, J. J. Educational Research Needs in the Field of Mental Retardation. Social-Cultural Aspects of Mental Retardation, 1970, 428-432.

The large number of problems in school, at home, and on the job demands additional research. Adult retardates face a narrowing job market in our urban technology, as well as a decline in family influence. Schools and social agencies must, therefore, furnish new support. General needs in educational research include: a strong theory of intellectual development, a strong attempt to understand the retardates motivational system, closer long-term classroom observation of learning situations, and an informed prediction of the future.

Gampel, D. H. Comparison of Classroom Behavior of Special Class EMR, Integrated EMR, Low IQ and Non-Retarded Children. American Journal of Mental Deficiency, 1974, 79, 1, 16-24.

The classroom behavior of 12 segregated and 14 integrated educable mentally retarded children who were all formerly segregated and then randomly assigned to their present class placement was compared to that of a low IQ group who had never been identified for special class placement and to an intellectually average group of children. The method was a time sampling observational one, using 12 behavior categories (such as attention, agression, and verbal responses). The data indicated that 14 months after the school year began, the integrated EMR children behaved more similarly to non labeled EMR children than to their segregated peers.

Gardner, D. and Gardner, P. Ten Suggestions for an Effective EMR Occupation Program. The Journal of Special Educators of Mentally Retarded, 1973, 90-93.

The article dealt with how to get the public as well as the students involved with the problem of utilizing these ten suggestions.

Gardner, D. C. and Gardner, P. L. Career Labeling: An Anti-Labeling and Training Approach for EMRs. Education, 1973, 137-138.

This article offers suggestions for the integration of EMR students in Curriculum Education programs and strategies for handling the stigma associated with the labels "speech class" and "mentally retarded."

Gardner, W. I. Social and emotional adjustment of mildly retarded children and adolescents. Exceptional Children, 1966, 33, 97-105.

This article reviews research data concerned with social and emotional adjustment characteristics of EMRs. There has been no suitable evidence to indicate that the adjustment level of special class children is superior to that of retarded children attending regular grades.

Garner, R. and Lacy, G. Workshop - Why, What, Whether? Mental Retardation, 1972, 10, 25.

This article is about the help New York City gave in the 1950's to establish work for retarded children. They set up the first sheltered workshop in the United States.

Geller, R. E. Rehabilitation based on work experience training. American Vocational Journal, 1965, 44(5), 57-58.

The successful operation of a community rehabilitation

workshop for all ranges of handicapping conditions requires careful evaluation, a structured training sequence, close evaluation, close attention, and emotional support for the workers. Participation by community agencies is also essential.

Gerard, E. C. Exercise of Voting Rights by the Retarded. Mental Retardation, 1974, 12(2), 45-47.

Because of the sparse literature, the author concluded a few retarded persons exercise their right to vote. A group of 40 retarded individuals were taken to the County Counsel, passed their screening and were allowed to vote.

Gerjuay, I. R. and Winters, J. J. Subjective Organization by EMR Adolescents in Free Recall: Bimodal Presentation. American Journal of Mental Deficiency, 1970, 74, 509-516.

80 EMR adolescents were given a free-recall task. The stimuli were presented bimodally (visual plus oral presentation) to determine whether recall differed from unimodal (oral) presentation in a previous experiment. Stimuli were presented in four different ways. Presentation had no effect on recall. Findings indicated that free recall of bimodally presented material was better than free recall following unimodal presentation, and that associative clustering and recall were aided by objective organization of stimuli.

Gibson, D. and Jackson, R. Some Sociological Perspective on Mentally Retarded. Educational Review, 1974, 16-25.

This paper is about sociological concepts and methods in the field of mental retardation. The mentally retarded are so labeled because of "social inadequacy." The mentally retarded should learn those skills necessary to demonstrate social competency.

Gold, M. W. Stimulus Factors in Skill Training of Retarded Adolescents on a Complex Assembly Task: Acquisition, Transfer and Retention. American Journal of Mental Deficiency, 1971, 76.

The Color-Form Group learned the training task broke significantly faster than the form-only groups. Overlearning did not affect transfer. The one year retention effect.

Gold, M. W. Factors Affecting Production by the Retarded: Base Rate. Mental Retardation, 1973, 11, 6, 41-45.

This article gives a report on retarded individuals working either one or three hours per day for 10 days, who assembled a 14-piece bicycle brake. Mean production for the 1-hour group was 24.9 units per hour per person and

for the 3-hour group, 20.2 units per hour per person. Error rate was very low for both groups. The data were discussed relevant to presently held expectancies and practices in the vocational training and evaluation field. The data suggests that the mentally retarded are capable of producing, qualitatively and quantitatively, at a level far above what is presently found, even in the absence of conventional reinforcement systems.

Goodman, L., Budner, S. and Lesh, B. The Parent's Role in Sex Education for the Retarded. Mental Retardation, 1971, 9, 1. 43-45.

This report represents the results of the Social Work section of an interdisciplinary survey concerned with selected aspects of the sexual development and education of the mildly retarded. Fifteen parents were interviewed in depth. The authors also attempted to synthesize extensive clinical experience in dealing with the problem. The necessity for parent participation in programs concerned with sex education is highlighted.

Goodman, W. The Constitution V. the Snakepit. New York Times Magazine, 1974, 63.

Project lawyers point out a number of recent court decisions concerning the mentally retarded.

Goodstein, H. A. Math Assessment and Programming for Handicapped. Focus on Exceptional Children, 1975, 7, 7, 1-10.

This article describes a new math project which serves two purposes: a) It may be used as a screening device to assist with the placement of children in the curriculum and b) It may also be used as a mastery test to evaluate student progress after a sequence of instruction has taken place.

Gorelick, M. C. Assessment of vocational realism of educable mentally retarded adolescents. American Journal of Mental Deficiency, 1968, 73, 154-157.

The level of vocational realism of high school EMRs was assessed; the relationship between realism and post-high school employment success was studied.

Gorham, K. A. A Lost Generation of Parents. Exceptional Children, 1975, 521-525.

Beckie is the fifth of five children and is 13 years old. The article is Beckie's mother's suggestions for professionals. She firmly believes in letting the parent or parents be involved in every step of the way. Make sure the parent understands.

Gottlieb, J. Attitudes Toward Retarded Children: Effects of Labeling and

Academic Performance. American Journal of Mental Deficiency, 1974, 79, 268-273.

The influence of the label "mentally retarded" on the attitudes of peers was studied. The sampling was done in a middle class and a low SES community. The study found that the mere fact of labeling one as being mentally retarded did not adversely influence the attitudes of peers toward labeled children.

Gozali, J. Perception of the EMR Special Class by Former Student. Mental Retardation, 1972, 10, 1, 34-36.

The purpose of this investigation was to identify the perceived educational and social "values" of special classes in the opinion of former EMR class students. The population was limited to 218 male EMR students. Evidence suggests that the majority of the population of former EMR students in this survey consider their special class experience to be negative.

Gozali, J. and Gonwa, J. Citizenship Training for the EMR: A Case of Educational Neglect. Mental Retardation, 1973, 11, 49-50.

Evidence points out that EMR's are non-participants in the democratic process. The reason for this is that we educate these children to play passive and non-participatory roles in other things.

Greenstein, M. and Fangman, T. Vocational training for the mentally retarded in a metropolitan. Focus on Exceptional Children, 1969, 1, 1-6.

The Kennedy Job Training Center, which seeks to evaluate the MR's potential for work in a workshop situation, provides the handicapped with evaluation, training and employment. In addition, for those who cannot compete in the labor market the Center provides renumerative employment. Evaluation is based on performance in a sheltered workshop rather than on IQ. Evaluation takes 6 weeks and consists of: an initial interview to determine attitude and perception; orientation into the workshop with its 6-level pay incentive system; staff evaluation of performances, interpersonal relations, and attitudes; and a plan for training with continual re-evaluation.

Hafner, H. and Boker, W. Mentally Disordered Violent Offenders. Social Psychiatry, 1973, 8(4), 220-229.

This article studies the mentally disordered violent offender and concludes other factors, not the retardation or the mental illness, had high correlation with the crime.

Hall, J. E., Morris, H. L. and Barker, H. R. Sexual Knowledge and Attitudes

of Mentally Retarded Adolescents. American Journal of Mental Deficiency, 1973, 77, 6, 706-709.

The mental retarded adolescent knowledge and attitudes regarding sex were studied in comparison to what the parents perceived such knowledge and attitudes to be by the use of a questionnaire. Students selected for the study were 61 adolescents, 56 of whom were learning disabilities. The same questionnaire was given to the adolescent and their parents. The parents scores were significantly descripant from the adolescent scores only on sex attitude. The amount of expose to information on sexual topics did not correlate with all the test measures as expected. Social class and the knowledge score by the adolescent were positively correlated; however social class did not correlate with the attitude measures. The EMR lacked knowledge in certain areas as: conception contraception, and veneral diseases. A need for education of both the parent and the adolescent in these areas is stressed.

Hall, J. E. and Morris, H. L. Sexual Knowledge and Attitudes of Institutionalized and Non-Institutionalized Retarded Adolescents. American Journal of Mental Deficiency, 1976, 80, 4, 382-387.

The results of this study indicated that, in comparison to the at home adolescents, these adolescents demonstrated considerably less knowledge on socio-sexual topics. Also, with increasing months in the institution, the amount of knowledge appears to decrease, although those living in coed facilities te..d to have high knowledge scores than those in the same sexual housing. Although the institutionalized adolescent had a high score on self-concept and sex attitudes, there wasn't any relationship between the institutionalized adolescents score on self-concept and sex attitudes.

Halpern, A. S., Raffield, P., Irwin, L. and Link, R. Measuring Social and Prevocational Awareness in Mildly Retarded. American Journal of Mental Deficiency, 1975, 80, 1, 81-89.

This article discusses the social and prevocational information battery which contains nine subsets measuring social and prevocational awareness. It was developed and normed on secondary EMR pupils in Oregon. The battery is easy to administer, orally presented to eliminate reading ability as a determinant of performance, and relatively simple to score and interpret. The battery may be used for pupil screening, monitoring pupil progress, or for program evaluation.

Hamilton, A. Teaching Handicapped Children and Their Parents. American Education, 1973, 9, 22-26.

This article is about a school in Pasadena, California. This special class of boys ranging from 12 to 17 years of age was assigned to a barren workshop. Mrs. Dubnoff points out, a virtual revolution has taken place in the handling of handicapped and disturbed children.

Hammontree, B. L. and Monkman, J. A. Development of Summer Day Camps for the Mentally Retarded in a Rural Community. Journal of Health, Physical Education, 1973, May, 59-60.

A camp was organized in 1969 to accomodate five retarded children. The camp was three weeks long, meeting three days a week. It expanded each year, and by 1972 accomodated 42 retarded and handicapped children, five days a week, at three different county locations. The county Mental Health Board, Mental Health Association, public school representatives, parents and other citizens, the Department of Mental Health, and Professionals in administration, education, recreation all made up committees and staff of the camp. The camp included individualized training in various areas from self-help skills to relationships to academics.

Harris, W. J. Problems in implementing resource programs in rural schools. Exceptional Children, 1975, 41, 95-99.

Discusses the wide acceptance of the resource program as an effective way to provide services for EMR's. The article identified the problems which interfere with the effectiveness of resource programs in rural schools. Lack of organizational readiness, system shock and lack of teacher preparation are considered the most often cited problems.

Hatch, E. and Franch, J. L. The Revised ITPA: Its Reliability and Validity for Use With EMR's. Journal of School Psychology, 1971, 9, 16-23.

This study tests the reliability and validity of using the Revised ITPA with EMR's. Twenty-one EMR students were given the Revised ITPA twice, with a three-month interval between testings. The result of the study, taken from both sets of data, showed the Revised ITPA had a high degree of stability in almost all the subtests.

Hayden, C. and Wambold, C. L. Training Cognitive Strategies in the Mildly Retarded. Education and Training of the Mentally Retarded, 1975, 10, 3, 132-137.

Research efforts suggest to improve cognitive abilities, special education will need to translate these efforts into classroom methods and materials. This offers special education the chance of improving its curriculum in the area of training cognitive processes. An example

one of the cognitive processes that must be considered is memory or memory training. It can be done through verbal imaginal mediation. This article discusses a pair-associate task and its results.

Hayden, J. G. A Work Experience Program in Rural Areas. Teaching Exceptional Children, 1975, 7, 130-133.

This 2 year program for juniors and seniors in high school emphasizes working in the school the first year to develop work habits and attitudes and working in a community based job to learn specific skills during the second year.

Hemenway, R. E., Lemke, E. A., Dean, S., Robertshaw, C. and Stewart Three Curricula for Retarded Adults. Mental Retardation, 1972, 10(4), 13-15.

An experiment was done to study the dichotomy between the practical and the academic in the special education classroom. These results and others are given.

Henderson, H. L., MacGuffie, R. A. and Minifie, D. G. Profile of the Work-Study Coordinator. Training School Bulletin, 1973, 70, 3, 145-154.

This article sets forth the findings of a Work-Study Coordinator survey in which coordinators were asked for information about their training, various skills and attitudes. A slight indication of what is needed to be a coordinator is included.

Henderson, L. J. Increasing Descriptive Language Skills in EMR Students. Mental Retardation, 1971, 9, 13-16.

A classroom project using visual and tactile stimuli was designed and undertaken to increase the use of descriptive words by twelve EMR high school students. The subjective evaluation by the teacher indicated that most of these students could increase their immediate use of elaborative language as a result of the program.

Hinojosa, E. Food Service Training in an Institutional Setting. American Association on Mental Deficiency, 1969, 73, 19-23.

A pilot program to train 58 Austin State School residents in the art of food service consisted of 160 hours of combined classroom and on-the-job training. The curriculum included ware-wash, sanitation, safety, busing tables and development of proper social behavior. Classroom instruction also included discussion and films. On-the-job training was conducted in the dining facility at the state school. Of the 58 trainees, 42 are now employed.

Hirshoren, Hunt and Davis. Classified Ads as Reading Material For The

Educable Retarded. Exceptional Children, 1974, 41, 1, 45-47.

The article discusses the newspaper as being one of the materials frequently recommended for occupational oriented secondary level programs for educable mentally retarded adolescents. Newspaper samples that were analyzed showed a reading level from fourth grade through the sixth grade. Word lists should be determined to include a vocational list based on the needs of the educable retarded. The goal is functional reading, not in terms of grade level designation, but in terms of its usefulness to the reader.

Hislop, M. W., Moore, C. and Stanish, B. Remedial Classroom Programming: Long-Term Transfer Effects From a Token Economy System. Mental Retardation, 1973, 11, 18-23.

A token economy program for the remediation of disruptive lassroom behaviors is described. Those aspects thought to enhance long-term transfer included: parallel programming half-time in remedial, and half-time in regular classes· parent involvement; and the gradual phasing from remedial to regular classrooms on a full-time basis.

Holt, L. E., Joiner, L. M., Holt, A. F. and Shafter, A. J. Silvia versus Red Cross Methods in Teaching Swimming to EMR Children. American Journal of Mental Deficiency, 1970, 4, 483-487.

This study compared the Red Cross and Silvia (Hand & Foot Concept) methods of teaching beginning swimming to the mentally retarded. EMR subjects were randomly selected from a population of 150 children 12 to 15 years of age and given 6 weeks of experimental swimming instruction.

Horn, J. A Better Life for the Mentally Retarded. Psychology Today, 1975, February, 36+.

Philadelphia's private, non-profit Elwyn Institute has set up a program to teach the mentally retarded to develop vocational and personal skills they'll need to live in the outside community.

Howe, C. Is Off Campus Work Placement Necessary for All EMR? Exceptional Children, 1968, 35, 323-326.

A comparison made of post-school adjustment of two groups, one off campus work experience and the other united to school setting, showed there was no difference in achievement of either group.

Howe, C. E. and Monroe, J. D. The Effects of Integration and Social Class on the Acceptance of Retarded Adolescents. Education and Training of the Mentally Retarded, 1971, 6, 1, 20-24.

This article discussed two questions that relate to the social acceptance of EMR adolescents in an integrated junior high school. They were: a) Does the social acceptance of the retarded adolescent increase the longer he is in an integrated program? and b) Is the retarded adolescent's social class positively related to his social acceptance? The results of this study were: a) The length of time a retarded student is integrated does not apparently influence his acceptance, and b) Social class appears to be related to social acceptance. Five junior high schools in Eastern Iowa participated in this study.

Hrubi, J. Work Stations for Job Related Skills. Education and Training of the Mentally Retarded, 1971, 6, 2, 70-73.

This article describes a training program at a school in Massachusetts where students are learning various occupations in the areas where they have the greatest potential. A follow-up study indicates many who are being trained have experienced success at finding a job and are receiving a high level of pay.

Huber, J. H. and Vercollone, J. Using Aquatic Mats with Exceptional Children. Journal of Physical Education and Recreation, 1976, 47, 1, 44-46.

A new foam plastic mat, coated with heavy vinyl on both sides and 5' x 10' x 1", has been found useful in water orientation, the development of swimming skills, development of play skills. This is also a good kinesthetic aid for developing awareness of body and limb positions.

Humes, C. W., Adamczyk, J. W. and Myco, R. W. A School Study of Group Counseling with Educable Retarded Adolescents. American Journal of Mental Deficiency, 1969, 74, 191-195.

This is an experimental study designed to differentiate outcomes among treatment combination groups with counseling and no-counseling as the independen variables. Subjects were 28 EMRs, ages 13-17 and IQs 53 to 77. A 2x2 design was used with 2 levels of experimenter variables and 2 of treatment conditions. The groups received 12 hours of counseling or no-counseling. Post testing was done with a variety of instruments, measuring classroom behavior, personal-social factors, self-concept, interpersonal relationships, and tested for .05 significance. Results indicated that counseling can be effective with this population in some behavioral areas and with certain assessment instruments.

Hunt, J. G. and Zimmerman, J. Stimulating Productivity in a Simulated

Sheltered Workshop Setting. American Journal of Mental Deficiency, 1969, 74, 43-49.

Productivity in "exit-ward" patients, participating in a simulated workshop setting was examined as a function of introducing a bonus pay procedure. Work units completed per hour served as the dependent variable, and coupons redeemable for canteen items served as reinforcers. The bonue procedure (a) significantly increased group productivity about that previously obtained under non-bonue conditions and (b) differentially maintained productivity at values consistently higher than those obtained during temporarily adjacent non-bonus periods. While these results could have been accounted for exclusively on the basis of the bonus procedure, they could also have been influenced by verbal instructions given in conjunction with that procedure.

Hurley, O. L. Reading comprehension skills vis-a vis the mentally retarded. Education and Training of the Mentally Retarded, 1975, 10, 10-14.

The authors have first reviewed the literature concerning reading comprehension skills of EMR children. In this article the answers to these three questions are sought: (A) Which reading comprehension skills are taught or believed should be taught to MR children? Almost all reading comprehension skills are, and should be taught to the EMR. The question is to what degree should skills of appreciating literary style, moods, emotions, etc. be developed in the EMR. (B) What is the age or level at which these skills should be taught as revealed through research or advocated by experts? Research seems to indicate a close correspondence between the age at which the experts said instruction should begin and the mastery of certain skills 2-3 years later. (C) What is the hierarchy of skills as shown empirically through research or advocated by experts based on theory or experience or both. Probably there is only one hierarchy, one of complexity, the other teaching order.

Iannaccone, C. Comparison of Regular and Special Education Language Arts Programs. Mental Retardation, 1973, 11, 3, 42-43.

Three categories are considered in comparing the aspects of language arts programs for retarded and typical students. These categories are (1) Objectives of Language Arts Programs, (2) Curriculum, Content, Techniques and Material, (3) Evaluation. The objectives of both programs seek to achieve proficiency in communication skills and critical thinking. Differences appear in secondary programs, due to the occupational emphasis of the programs.

Iceman, J. A. Working with Money. Pointer, 1974, 19, 2, 102-104.

This article is about a secondary school teacher who found that many of her students could not count money. She provided weekly practice with workbooks, dittos, and play money. The contents of the article includes teaching money skills, making a money game, a reward-activity involving problems with money and other money activities.

Jaffe and Clark. Observed Behavior of Educable Mentally Retarded Junior High School Girls. Exceptional Children, 1965, 32, 2, 113+.

Educable mentally retarded junior high school girls were studied to identify significant behavior characteristics and to determine whether behavior varied with IQ levels.

Jones, R. L. Special Education Teaching in the Occupational Structure. Journal of Special Education, 1966-67, 1, 67.

This article analyzes how special education teaching was judged to carry higher prestige than regular class teaching.

Jones, R. L. Student views of special placement and their own special classes: a clarification. Exceptional Children, 1974, 41, 22.

This article tells why the retarded students cannot be considered a homogenous group and that the educational problems of the inner city retarded are particularly acute.

Kahan, E. and Thompson, W. VTR System Helps Teach Mentally Retarded Students. American Vocational Journal, 1972, January, 50.

This article tells how a video tape recording system is being used to teach mentally retarded students. Before and after records are used to measure childs progress and retention, learning is reinforced when the child views his own taped performance.

Kahn, J. V. Training EMR and Intellectually Average Adolescents of Low and Middle SES for Formal Thought. American Journal of Mental Deficiency, 1974, 79, 4, 397-403.

This study was designed as an attempt to train ERM and intellectually average adolescents to achieve the stage of formal thought. The sample consisted of 120 white male subjects from secondary public schools. Sixty met the EMR criteria and sixty met the criteria for average intelligence. Thirty of each of these were of middle SES and thirty were of lower SES. The results indicated that there was only negligable transfer. The results

also indicated that the training was effective in helping the subjects' competence on the trained tasks. A significant interaction between SES and intelligence was also found.

Kalwara, Sanford and Kokaska. Preparing the Retarded for Semiskilled and Skilled Occupations. Education and Training of the Mentally Retarded, 1969, 4, 2, 71-74.

Educators in vocational rehabilitation are dealing with a situation in which there has been rapid increase in the volume of individuals to be trained and placed and they must seek areas that can absorb these numbers. One secondary public school system attempts to meet the needs and and abilities of its retarded population by preparing them for jobs other than service jobs.

Karen, R. L., Eisner, M. and Endres, R. W. Behavior Modification in a Sheltered Workshop for Severely Retarded Students. American Journal of Mental Deficiency, 1974, 79, 3, 338-347.

This study was made to reveal the effects of a token system in differences in task difficulty, error number, and production rate of ten students in a sheltered workshop situation.

Katz, E. The Mentally Retarded Adult in the Community (San Francisco Programs). The Training School Bulletin, 1965, 62, 81-89.

The author outlines a program for the mentally retarded adults in the San Francisco area and emphasizes the steps by which the retarded can be integrated into the community and the efforts that are required to maintain him there.

Kaufman, H. I. Diagnostic Indices of Employment with the Mentally Retarded. American Journal of Mental Deficiency, 1970, 74, 777-779.

This article attempted to determine the best combination of certain mental and achievement tests to predict employability of young adult retarded persons. The Weschsler Adult Intelligence Scale and the Reading and Arithmetic sections of the Wide Range Achievement Test were chosen and administered to determine those cognitive variables that would discriminate between mentally retarded individuals who were employed from those who were not. The results indicated that additional information is needed for the professional working with the MR that would be helpful in the counseling and work adjustment program.

Kaufman, M. J. Mainstreaming: Toward An Explication of the Construct.

Focus on Exceptional Children, 1975, 7, 3, 1-11.

Mainstreaming, as defined in this paper represents one of the most complex, educational service innovations undertaken to date by the educational system. The integration, educational planning and programming, and clarification of responsibilities components of mainstreaming, independtly and interactively, represent perplexing and sometimes confliciting conceptual constructs requiring operational definition and implementation by educational decision makers. The organizational, administrative, and instructional complexities inherent in providing mainstreaming services will require attention, not circumvention. The benefits of mainstreaming services to the educational system in general, and the mentally retarded child in particular, are likely to occur to the extent that responsible leadership is perceived by regular and special education administrative, instructional and supportive personnel.

Keating, D. P. and Stanley, J. C. Mathematical Talent: Discover, Description, and Development. Journal of Special Education, 1975, 9, 1, 27-93.

This is five papers written about methods to teach math. Each method is explained and research has been done on each. The papers were first written in 1972.

Kelly, J. B. Graffiti Wall - A Deterrent To Classroom Vandalism. Pointer, 1975, 20, 53-54.

A relief to destruction of school property was found by Kelly in his putting up a "Graffiti Board" in his classroom for the "Gangs" and individuals to express themselves on. He saw a need for the written expression in his students and was successful in directing it to a non-destructable site. The students were free to write as they had always done using any language they ordinarily would have.

Kelly, N. K. and Menolascino, F. J. Physicians' Awareness and Attitudes Toward the Retarded. Mental Retardation, 1975, 13, 6, 10-13.

Community services for the retarded are increasing. This article presents a study on the awareness of physicians to these available services. Many of the doctors surveyed were not familiar with local agencies which serve the retarded, yet literature suggests that the doctor of a child should be the one to counsel, provide information, and refer youngsters to other more appropriate services. The study included agencies for the retarded of all ages.

Kempton, W. Sex Education - A cooperative effort of Parent and Teacher. Exceptional Children, 1975, 531-535.

"Parents and teachers have separate but complementary roles in helping to make the exceptional child's sexuality a positive part of his total sense of self." This article deals with parents and teachers working closely together on this matter.

Kidd, J. W. The 'Adultated' Mentally Retarded. Education and Training of the Mentally Retarded, 1970, 5, 2, 71-72.

Doll coined the term "adultated" as meaning "employed", "housewife", "in military service", or "in trade school". A survey was taken of EMR and TMR graduates of The Special School District of St. Louis County, Missouri. Results show that the majority of these graduates had been successfully adultated. The article also gives a brief description of the Special School District of St. Louis County's qualifications for graduation and it's programs.

Kingsley, R. F. and Blixit, S. L. Difference of current desired activities of accepted and rejected educable mentally retarded boys. American Journal of Mental Deficiency, 1973, 77, 6, 753-755.

Differential activity profiles of educable mentally retarded EMR boys were analyzed to discover those accepted or rejected by other EMR boys. An Interest Activities Inventory (IAI) questionnaire was submitted to boys enrolled in special classes, 65 of whom attended a school camping residential camp, CA being 11-14 Sociometric data were gathered at the end of the fourth day of camp. The responses made by the EMR boys on ITI items indicated that those who desired more interest and activities led the rejection status. EMR boys tend to have less expressed interest than their average ability peers. Such behavior may be associated with the EMR boys reluctance to venture into the unfamiliar abstract activities and interests of children of comparable age.

Kliebham, J. Effects of Good-Setting and Modeling of Job Performance of Retarded Adolescents. American Journal of Mental Deficiency, 1967, 72, 2, 220-225.

Because of good-setting and modeling, production in an on-going work training program for retarded male adolescents increased significantly.

Knight, O. B. Occupational Aspirations of the Educable Mentally Retarded. The Training School Bulletin, 1972, 69, 2, 54-57.

The purpose of this study was to determine whether educable mentally retarded boys in special classes were realistic with regard to occupational aspirations. The sample consisted of 40 Negroe males and 43 White males with IQ range of 50-75 with a mean IQ of 63.83. The mean C.A. was 12.6 for Negro males and 12.5 for White males. To obtain data for this study, a questionnaire was administered individually. Each was asked what kind of job or jobs they would like to have when they grow up. Their responses to the questions were unstructured. All responses were categorized according to the Dictionary of Occupational Titles. The most frequently mentioned jobs were those of a service nature. Among the most frequently named classifications were policement and firement. In order to examine whether the groups differed with respect to the proportions naming high level jobs, responses were dichotomized into two categories. First, representing professional, technical, managerial, clerical, and sales occupations; the second included all other jobs at a lower socio-economic level. The data, however, suggests that the majority of the sample was realistic in their choice of occupations. A large proportion of the EMR males in the sample selected service occupations which are appropriate for their skills and aptitudes. On the basis of evidence presented, it may be concluded that both groups of educable mentally retarded males expressed realistic expectations with regard to future occupations, although the white male would have preferred higher level jobs.

Koehnecke, D. A Day With the Special Kids. Journal for Special Education of the Mentally Retarded, 1974-75, 190-191.

A substitute teacher describes her anticipations of substitutions at a private school for MR's, which resulted in her refusals to do so several times when called. However, when called as a last resource, and with almost panic on the school's part, she agreed to do so. Much to the surprised awakening, she realized that these MR teenagers turned out to be just as "normal" as "normal students" in so many ways. The substitute noticed two differences between the two groups: 1) the MR's were slower academically and needed more individualized help and 2) the MR's seemed to be more sensitive therefore, more helpful and understanding that she was a substitute.

Kokaska, C. J. The Occupational Status of the Educable Mentally Retarded. Journal of Special Education, 1968, 2(4), 369-377.

Numerous omissions, inconsistencies, and instances of unverified data in research literature regarding the social and occupational success or EMRs who had attended

public school special school programs indicate limited knowledge about the work capabilities of the MR. Previous studies are inadequate for shaping future vocational situations. With the proper educational background and vocational trianing, the MRs are capable of moving through a number of work situations and increase their work skills. The MRs' basic abilities must be developed as early in life as possible to allow them to enter a labor market that requires flexible, adaptable, and marketable skills.

Kokaska, C. J. Secondary Education for the Retarded: A Brief Historical Review. Education and Training of the Mentally Retarded, 1968, 3, 1, 17-26.

The author identifies the early beginnings of secondary programs for the educable retarded, the major influence upon their growth and the development of three aspects of work experiences the role of the employer, the expansion of school services, and the problem of general versus specific skill training. In addition, data are included related to the enrollments and vocational placements of urban secondary special programs during the 1965-1966 school year.

Kokaska, S. M. and Kokaska, C. J. Classroom techniques: Individual work centers: An approach for the elementary retarded child. Education and Training of the Mentally Retarded, 1971, 6, 25-28.

A plan is proposed for adapting the engineered classroom model for individualizing the teaching of MRs. Implementation, organization, and reinforcement procedures for an experimental program are presented along with a review of some of its advantages and disadvantages.

Kokaska, C. J. and Sigler, G. F. A Job Placement Procedure for the Mentally Retarded. Education and Training of the Mentally Retarded, 1971, 6, 4, 161-166.

The authors focus upon techniques to use with prospective employers. These included qualifying the employer developing initial contacts, and obtaining the interview. They also provide suggestions relative to a basic approach to the interview, the presentation and overcoming objectives.

Kokaska, C. J. Voter Participation of the EMR: A Review of the Literature. Mental Retardation, 1972, 10, 5, 6-8.

This article focused on the frequency and percentage of the EMR (with special education) in voting. The author reviewed six sources of information relative to voter participation of former educable mentally retarded

students. It was found that the EMR vote but with less frequency than the larger contrasting populations within their community. Discussed are some reasons for this problem and suggestions for curriculum content, which focus upon the development of social competency.

Krause, F. J. New Help for the Retarded. United States News and World Report, 1972, 73, 58-62.

Mr. Krause tells U. S. News and World Report interviewers, figures and distribution of retarded individuals. He discusses job openings, emotional problems of the mentally retarded.

Krishef, C. H. State Laws on Marriage and Sterilization of the Mentally Retarded. Mental Retardation, 1972, 10.

This survey reveals the extent to which marriage and sterilization of retarded persons has been legislated.

Kurtz, D. P. and Neisworth, J. T. Self Control Possibilities for Exceptional Children. Exceptional Children, 1976, 42, 212-217.

This article was based on studies with "handicapped" children, and can be directly applied to retarded students on the secondary level. The topic was self-control: ways to train students in using their own systems of self-control, its benefits in the classroom but particularly to the student, and "its step towards normalization and integration of exceptional children." The experiments they did were successful on all age levels.

Ladd, C. M. and Abbott, J. M. ...any reason why this mentally retarded couple should not be jointed together... Mental Retardation, 1970, 45-48.

Should mildly retarded individuals marry? The authors of this article feel they should and describe the procedures and services offered to retarded individuals at a state institution in New Jersey.

Laing, A. G. Group Structures in Retarded Adolescents. American Journal of Mental Deficiency, 1972, 76, 4, 481-490.

Sociometric data obtained from a number of groups of educable mentally retarded adolescents over a period of three years were examined. It was suggested that some of the features found are not directly comparable with those found in non-retarded groups of pupils of similiar age, and reasons for the differences were suggested. The implication would appear to be that programs specifically designed to encourage the development of interpersonal skills are required in special schools and classes.

Lance, W. D. Classroom Techniques. Education and Training of the Mentally Retarded, 1973, 8, 27-28.

The intent of the Actual Life Experience (ALE) lab is not to teach a specific job skill, but rather to introduce each student to a number of work tasks which should prove valuable to him in any job situation.

Landau, B. L. and Hagen, J. W. The Effect of Verbal Cues on Concept Acquisition and Retention in Normal and Educable Mentally Retarded Children. Child Development, 1974, 643-649.

The effect of verbal cues on concept acquisiting and retention was investigated. Conceptual performance was measured under noncued, cued, and recall conditions using the object sorting task. The subjects in this group were 60 EMR's and 77 normal children. The classes ranged from elementary to junior high and to senior high schools.

Lang, A. F. Group Structures in Retarded Adolescents. American Journal of Mental Deficiency, 1972, 76, 481-490.

Examined data obtained from a number of groups of EMR adolescents over a period of 3 years. It was found that retarded adolescents did not possess the social skills that normal children of the same age exhibit. The article suggests working with students in small groups to supplement skills where retarded pupils have particular difficulties.

Lange, J. VRU-Helping agency for the retarded. Menninger Perspective, 1971, 2, 19-22.

Describes vocational rehabilitation unit for MR which is equipped to train 60 adult retardates. Clients average between 17-24 years and remain at unit for 5 months. Training includes socialization techniques, vocational training in service oriented occupations.

Latyer, P. J. Hiring the mentally handicapped. Office, 1969, 69(5), 43-50.

The shortage in office personnel, particularly for routine tasks, can be reduced by hiring the MR. They are generally more stable, stay on a job longer, work harder, and have lower accident rates. Disadvantages of hiring the MR include a need for more emphasis on training and supervising and a lack of the MRs adaptability to new tasks. Supervisors should be informed of the person's status and instructed regarding the test approach in working with him. The rehabilitation counselor and the employer should maintain close contact.

LaVeck, G. D. and dela Cruz, F. F. Human Sexuality and the Mentally Retarded. Brunner-Mazel publishers, 1973, New York, Ny.

This chapter discuces Freud's theory of development and this implications on mentally retarded individuals. Mentally retarded individuals, especially males, are overly dependent on their mothers. At adulthood, the males tend to be overly dependent on their wives even though their wives may have a considerably lower IQ.

Lavor, M. L. and Duncan, J. C. Rehabilitation Act of 1973, P. L. 93-112. Exceptional Children, 1974, 40, 443-445.

This bill was different because it was the first bill for the handicapped in history to have received "No" votes. It was vetoed not once but twice because of fiscal responsibility and the extent the programs would be extended not on the program goals or objectives.

Lawrence, E. A. and Winschel, J. F. Locus of Control: Implications for Special Education. Exceptional Children, 1975, 41, 7, 483-489.

This article examines the concept of locus of control, particularly in relation to its possible effect on the mainstreaming of mildly retarded children. Locus of control is what can be used as reinforcement for a child.

Layton, B. L. A Different Approach. Traffic Safety Newsletter, 1976, III, 6, 4.

This year the Alabama Individualized Driver Education Program had a state-wide workshop which provided a new approach to some of the participants. The program includes Pedestrian and Traffic Safety for all exceptional children in the state. There were workshops to instruct special education teachers in a drivers education program.

Leath, J. R. and Flournoy, R. L. Three year follow-up of intensive habit-training program. Mental Retardation, 1970, 8, 32-34.

Forty retarded institutionalized girls made significant gains in social maturation during a relatively brief exposure to behavior-shaping techniques. Social maturation was measured by the Vineland Social Maturity Scale and 10 categories of a modified VSMS. The current level of social maturation of 33 of the same girls was assessed. It was found that all gains registered in the training period were maintained after 3 years of no formal training. The category measuring eating skills was the only one which showed a significant gain since the training period ended.

Leff, R. Teaching Trainable Mentally Retarded Children and Adults to Dial the Telephone. Mental Retardation, 1975, 13, 3, 9-11.

This paper summarizes the results of 2 studies examining the effectiveness of teaching TMR groups to use the telephone, one was a group of children at a residential treatment center, the other a set of adults in a sheltered workshop. (taken from abstract)

Lei, L., Butler, E. W., Rowitz, L. and McAllister, R. Agency-Labeled Mentally Retarded Persons in a Metropolitan Area: An Ecological Study. American Journal of Mental Deficiency, 1974, 79, 1, 22-31.

This paper reported on an ecological study of labeled mentally retarded persons in a moderate-size city in California. The paper discussed labeling by agencies in four categories: (a) public schools, (b) public agencies, (c) private clinical agencies and (d) private non clinical agencies. It was concluded that regardless of geographic priximity to a public agency, those identified and labeled as retarded by public agencies are predominantly poor and/or ethnic minorities who live in areas of deterorated and older housing. Persons labeled as retarded by private clinical agencies are predominately Anglo, middle and upper class, and live in areas of better housing and neighborhood quality. Private and nonclinical agencies are an anomaly and have a labeling pattern that does not lend itself to either of the above descriptions.

LeUnes, A., Christensen, L. and Wilkerson, D. Institutional tour effects on attitudes related to mental retardation. American Journal of Mental Deficiency, 1975, 79, 732-735.

The fact that people hold strong and divergent opinions about mental retardation has been well documented. Much of this literature reveals that the opinions held are negative. This article is a study of the effects of an institutional tour on college students attitudes toward the mental retarded child, the mentally retarded adult, the state school for mentally retarded persons, and ward attendants at a state school for mentally retarded persons.

Ligato, J. and Unterwagner, S. B. Career Discrimination Against the Mentally Retarded. Journal for Special Education of the Mentally Retarded, 1974-75, 11, 85-93.

This article concerns a study that was undertaken to determine career discrimination. The site of the study was in Butler County, Pennsylvania. The hypothesis formulated for this research was based on the assumption that employment

discrimination does exist in Butler County. The testing of the hypothesis required the use of a representative ssmple. Since the majority of mentally retarded adults in the city of Butler, and since the city of Butler is the major employment center of Butler County, the majority of employment possibilities investigated were located in the city of Butler. Telephone calls were made with the permission of the Butler County chapter of the Pennsylvania Association for Retarded citizens. P.A.R.C. representatives inquired about the advertised jobs on behalf of mentally retarded adults. Jobs selected for the survey had the following characteristics: (1) Experience necessary was not mentioned; (2) Both male or female could perform the job; (3) Moderately or mildly retarded adult could perform the job; (4) Transportation was available to the job; (5) Two procedures were followed so as to clarify the employers possible reasons for rejection of a mentally retardate: (1) Inquiry was made to determine if a position was still available (2) Assurance was given that the P.A.R.C. representative was assisting the applicant: the applicant himself would complete the job application and interview. Verbal dues were utilized to aid in the objectivity and uniformity of recording responses. Also, recognition of other tangible clues (tone of voice, pauses) caused the recording of a response in a certain category. It appears evident, given due consideration to these variable that discrimination against the mentally retarded does exist among employers of Butler County, at least in the perceptions of mentally retarded job applicants. There are other variables to consider also such as lack of community education concerning MR's, lack of contact with them, misrepresentation of the MR by the media, the misconceptions of MR's and overall attitudes of state and Federal governments. The writers main recommendation is increased education of the community.

Lilly, M. S. Special Education: A teapot in a tempest. Exceptional Children, 1970, 37, 43-49.

Stephen Lilly feels that traditional special education services are represented by self-contained classes should be discontinued immediately for all but the severely impaired. He states that efficacy studies produced conflicting evidence concerning special class program with the weight of evidence suggesting that special programs have produced little that is superior to programs provided in regular class settings.

Linde, T. Service and Maintenance: A Vocational success story for Cerebral

Palsied Persons. Cerebral Palsy Journal, 1968, 29, 4, 9-10.

During the period from January 1962 to March 1963, 21 of 28 Cerebral Palsied clients were placed in competitive community jobs related to service and maintenance operations by the Cerebral Palsy work center of Milwaukee, Wisconsin. The clients had at least a moderate degree of disability. A training unit, under the supervision of an experienced janitor was established at the Center. As with other job-oriented programs, the best way to overcome skepticism and hesitancy in prospective employers is to demonstrate satisfactory work behavior in the work situation.

Lobb, H. and Hardwick, C. Eyelid Conditioning and Intellectual Level: Effects of Repeated Acquisition and Extinction. American Journal of Mental Deficiency, 1976, 80, 4, 423-430.

Groups of college students and moderately retarded persons averaging approximately equal age received eight alternating phases of acquisition and extinction trails with an electric pulse as the unconditioned stimulus for classical eyelid conditioning. The two conditioning groups did not differ significantly in attaining the acquisition criterion during any phase and showed systematic improvement in approaching the maximal rate of acquisition. However, the college students exhibited abrupt extinction in every phase, in contrast to retarded subjects. "Learning to learn" in the retarded group was more marked across acquisition than across extinction phases. Random control groups of the two subject classes displayed equal relative frequencies of nonconditioned blinks. Some of the findings clearly contradict a stimulus-context hypothesis of differences in learning rate associated with IQ level.

Logan, D. L. and Kinsinger, J. The use of multiple reinforcers in a rehabilitation setting. Mental Retardation, 1971, 9, 3-6.

Determined the effects of multiple reinforcers on performance level of 16-19 year old male mental retardates in a sheltered workshop. The task involved operation of drill presses with social and/or monetary reinforcements. Results demonstrate that multiple reinforcement, in the form of a visual display and verbal reinforcement, facilitates the performance rates of noninstitutionalized retardates. Tokens which were exchangeable for money had a less predictable effect on performance. Results further suggest that performance rates in sheltered workshops can be increased without requiring the costly purchase of material reinforcers, e.g, foodstuffs, clothing, cosmetics, toys, etc.

Longhi, P. and Follet, R. Educational Materials: A Program for the Adolescent Educable Mentally Retarded. Education and Training of the Mentally Retarded, 1975, 10, 2, 104-109.

This article discusses an effort to develop an instructional program which would inform adolescent aged educable level of mental retarded (EMRs) students about the legal consequences of drinking when under aged and the potential hazard of driving after drinking.

Longhurst, T. M. and Berry, G. W. Communication in Retarded Adolescents: Response to Listeners Feedback. American Journal of Mental Deficiency, 1975, 80, 2, 158-163.

An experiment was done to examine retarded adolescents response to listener feedback. Training subjects to improve description and redescription skills by training them to pick out relevent attitudes of a referent for description, may be another area for future experiment. Retarded subjects of different intellectual levels were placed in the role of speakers in an interpersonal description task, and their reaction to feedback indicating community failure was examined.

Lounsbury, K. R. Exploratory Investigation of the Ability of Attendants to Plan Their Own Training Program. American Journal of Mental Deficiency, 1976, 80, 4, 414.

This article tells of a study that was made of the ability of attendants in the institutions for MR persons to plan an attendant training program. The survey was based on if the attendant could plan such a program from creativity practicality and completeness. This study proved that the majority of attendants are able to plan a meaningful training program.

Luszcz, M. A. and Bacharach, V. R. List Organization and Rehearsal Instructions in Recognition Memory of Retarded Adults. American Journal of Mental Deficiency, 1976, 80, 1, 57-62.

The article discusses the effects of rehearsal training and categorical list organization on recognition memory of mentally retarded individuals. Retention materials were lists of pictures in four taxonomic categories. During acquisition, 40 mildly retarded individuals saw lists organized according to these categories or lists in which category members were distributed randomly. One-half of the subjects were given cumulative-rehearsal training. The remaining subjects were not given rehearsal training. Subjects who were taught to rehearse made

fewer errors on the recognition test than subjects who were not taught to rehearse. List organization did not effect correct responding. We interpreted the data as support for production-deficiency hypothesis.

McCune, J. W. Including Driver Education in the Special Class Curriculum. Teaching Exceptional Children, 1970, Spring, 106-110.

This program for driver education was developed by McCune while teaching educable mentally retarded in Sandusky, Ohio. The critical and social ramifications of possessing a driver's license and the special problems that educable retarded students encounter in acquiring a license. The article discusses the knowledge and skills necessary to learn to drive and to pass an exam, as well as the program the special education teacher should provide for a driver education program.

McDaniel, C. Participation in Extracurricular Activities, Social Acceptance, and Social Rejection Among Educable Mentally Retarded Students. Education and Training of the Mentally Retarded, 1970, 5, 1, 4-14.

This study investigated how the participation of educable mentally retarded students in extracurricular activities affected their social acceptance and social rejection. Results indicated that involvement in extracurricular activities over a six week period increased social acceptance and decreased or stabilized social rejection.

McDaniel, C. O. Extra-Curricular Activities as a factor in social acceptance among EMR students. Mental Retardation, 1971, 2, 26-28.

Using a quasi-experimental research design with 32 EMR students in an inner-city school, the authors of this study sought to test the impact of participation in extra-curricular activities on social acceptance. Trend analysis revealed that exposure to two extra-curricular activities over a six week period increased social acceptance within the group. However, the experimental group expressed, from the outset higher social acceptance than the control group.

McVey, G. F. Learning Experiences via Educational Technology for the EMR. Mental Retardation, 1973, 11, 6, 49-53.

This article deals with the use of audiovisual aids in teaching the retarded. The audiovisual aids were used as stimulus intensifiers, attention facilitators, stimulus generators, stimulus response recorders, environmental simulators, and programmed instruction devices. A basic budget and list of technical support components is provided.

MacMillan, D. L., Forness, S. R. and Turnbull, B. M. The role of punishment in the Classroom. Exceptional Children, 1973, 40, 85-96.

This article challenges the notion that punishment has no lasting effect on behaviors or detrimental effects. An extensive review of the research in the area is contained in this article.

MacMillan, D. L. The Problems of Motivation in the Education of the Mentally Retarded. Exceptional Children, 1971, 37, 8, 579-585.

Motivational variables found within the special class are discussed. The variables are (a) expectancy for failure, (b) outer-directedness, and (c) positive and negative reaction tendencies.

Maddock, J. Sex Education for the Exceptional Person: A Rationale. Exceptional Children, 1974, 40, 273-278.

This article says that distorted aspects of sexual expression in the retarded may result from underexposure to sexual stimuli nor overexposure. He says that they should receive a comprehensive sexual education for their own and society's good.

Malloy, L. The changing mandate for special education. The Education Digest, 1975, 40, 6-9.

The author classifies a handicapped child as one having a speech, hearing, or vision problem, a learning disability, crippled, or mentally or emotionally disturbed. He says that as of 1974 one out of 10 children fell in this category and of these fewer than 40 percent were enrolled in special education programs. Citing several court decisions the author states the overwhelming mandate, law or state directive has been to place the burden of providing an equal education appropriate to any child's needs squarely upon the schools. The impetus in addition has been away from the secluded or traditional restrictive environment and toward a more mainstream facility like the normal child. One workable solution offered for meeting the needs of the handicapped child is the "cascade" system introduced in 1962. The author discusses this approach, and others drawing no particular conclusions at this time other than an urgent need for planning new systems of service to fit the circumstances of each school district.

Malssud, M. G. and Hamilton, L. H. Physiological Responses of EMR Children to Strenuous Exercise. American Journal of Mental Deficiency, 1974, 70, 1, 32-38.

Several physiological responses of 62 educable mentally retarded EMR boys (10-13 years of age) were measured during strenuous bicycle exercises. Measurements included maximal heart rate, ventilation, breathing frequency, and oxygen uptake. Fifty six percent of the sample were black children ahd the remainder were white. No statistically significant physiological differences were observed between the two racial groups. The only significant difference between the two age groups were related to growth change. The maximum oxygen uptake for students appeared to be lower than data reported for non-retarded children.

Mann, Beaber, Jacobson. The Effect of Group Counseling on EMR Boy's Self Concepts. Exceptional Children, 1969, 359-366.

The effects of group counseling on the self concepts of EMR's were studied. Results indicated that those who received group counseling tended to exhibit greater improvement in self concept, reduced anxiety, and better grades than those who did not receive counseling.

Marsh, R. The Adult MR in the Criminal Justice System. Mental Retardation, 1975, 13, 2, 21-25.

Adult mentally retarded are increasingly being processed through the criminal justice system. The Anglo American concept of mental incompetence provides little protection to insure the special handling and treatment a retarded person requires. Recommendations are made to improve the detection of MR persons and handle them in a manner more suitable to their special needs.

Match, E. Extending Vocational Rehabilitation. Pointer, 1968, 13(2), 52-53.

Public programs of vocational rehabilitation reach only a small percentage of those MR's who are eligible, and those jobs which are available tend to be low status positions. As more and more secondary level schools have expanded their work study programs, certain facts have been accepted: Work is central in peoples lives, each handicapped student may have potentials which are not fully recognized, handicapped persons must be able to meet production standards, and each successful MR employee makes the task of those MR's following him easier. Teachers in work study programs have determined that a major deterrent to vocational success of MR students is their low social level. Some way needs to be found to incorporate "social conditioning" skills into elementary and secondary special education.

Match, E. and Miller, A. Two Driver Education Programs for the Physically

and Mentally Handicapped. Exceptional Children, 1969, 37, 7, 563-564.

A report on two programs of driver education for the handicapped, one conducted at the Pennsylvania Rehabilitation Center and the other conducted at the Occupational Preparation School in Portage, Pennsylvania.

Mattinson, J. Marriage and Mental Handicap, Gerald Duckworth and Co. Limited, 1970, England.

This book traces the development of forty couples who have mental deficiencies. Some of the couples manage with minimal difficulty, others need assistance to manage their lives. Marital problems and community problems are discussed with the views of the retarded expressed. The couples have a very strong dependency on each other even if they have conflicts. This is a very interesting and informative book.

MDPA Project Shows Success in Placing Retarded Trainees. Performance, 1967, 17(12), 8-9.

Two manpower and Development Training Act projects have demonstrated the feasibility of training MR young men in a skilled and hazardous occupation. MR's were trained and employed as meat cutters, wrappers, handlers, and in other associated trades. Ninety percent of the 65 trainees were employed. The teacher approach was learn by doing, and the safety record was superior to that found in the usual meat cutting course.

Mehen, H. The Age Placement of Academic Skills in Curriculum for the EMR. Exceptional Children, 1970, 4, 333-339.

The importance and age placement of certain operationally defined skill objectives related to instructional programs for the EMR was the purpose of this study.

Meyen, E. L. Sex Education for the Mentally Retarded. Mental Retardation, 1971, 9, 46-49.

The article deals with utilization of a workshop approach to instruct and influence attitudes for the teacher of educable retarded in sex education.

Meyers, C. E. The School Psychologists and Mild Retardation: Report of an Ad Hoc Committee. Mental Retardation, 1973, 11, 1, 15-19.

This committee of the AAMD investigated the role public schools and particularly school psychologists play in the

identification and labeling of the mildly mentally retarded. The children included in this classification are those who do not appear abnormal before formal schooling and who after leaving school blend back into the community. Therefore, this committee asks if the label "retarded" is necessary for these children? Is the segregation which accompanies it also necessary? Or are there better ways to handle these slow learners in the regular classrooms without adding these unwanted personal-social consequences of the label retarded.

Miller, M. Junior High Occupational Education Program. Pointer, 1968, 13(2), 43-44.

The objective of an occupational education program in Clark County Public Schools (Ohio) for slow learners. (IQ 50-75, CA 16-19) is the development of habits and attitudes which are necessary to hold a job. During a job training period, students work in the school in areas such as maintenance, food service, office, and domestic services. Job placements in the community are made jointly by counselor, teacher and employer. Employers are encourage to discuss any problems with the school, and the suggestions made are used to further adjustment of the student.

Miller, R. Handicapped Students Learn Basic Skills of Yard, Garden and Home Maintenance. American Vocational Journal, 1970, 53-54.

This program teaches mentally and physically handicapped high school students the basic skills of yard, garden, and home maintenance. Special education students are bussed twice each week to take part in this program for two hours each trip.

Mlynarczyk, R. K. Higher Horizons for the Handicapped. Parents Magazine, 1973, 48, 42.

This article is making the public aware that there are many more sources of available help and specialized services for the retarded than there was twenty years ago. It lists many programs and associations that are involved.

Molloy, D. R. How Can Sheltered Employment be made a more Economic Proposition. Rehabilitation in Australia, 1970, 7, 2, 3-8.

For a sheltered workshop to be efficient and run as economically as possible, the management must have a fully professional approach. Employment is generally long-term rather than for the short-term rehabilitation or assessment period. A trial period can be used to assure the retention of individuals who can make realistic contribu-

tions to production. The work force should not be more than 20% MR. A workshop should avoid an institutional atmosphere, and individual contributions to productions should be viewed efficiently and realistically. Efficient operation requires a fully qualified trained staff; carefully developed product and marketing policies, a dynamic, sensible wage policy, the use of method study and clever production engineering; and skillful price estimating and negotiating. The principles and practices of management are synonymous with efficient workshop operation.

Monroe, D. J. and Howe, C. E. The Effects of Integration and Social Class on the Acceptance of Retarded Adolescents. Education and Training of the Mentally Retarded, 1971, 6, 1, 20-24.

The purpose of this article was to discuss a study done to investigate two questions that pertain to the social acceptance of EMR adolescents in integrated Junior High Schools: 1. Does the length of time that a retarded adolescent is integrated affect his acceptance? 2. Will social class influence their acceptance?

Moore, P. The Wages of Peonage. Psychology Today, 1975, March, 174.

This article discusses the pros and cons of paying the mentally retarded for their work.

Morgan, J. M. Productivity of the Individual. Rehabilitation in Australia, 1969, 6(3), 5-7.

This article deals with productivity of individual workers in a sheltered workshop. The main topics discussed are supervision, cost control, work contracts, environment, training, automation, and incentive payment schemes. This would greatly aid the manager in the smooth operation of the workshop as well as the contentment of employees.

Morrison, L. Job-Skill Checklist. Pointer, 1975, 19, 200-201.

Morrison used job briefs provided by her state employment bureau to devise a chart of qualities and skills students needed to work on and master for better job functioning. Students practiced these skills during occupational periods and free time. There were tasks specific to certain jobs and tasks all students had to work on.

Mosley, W. J. and Spicker, H. H. Mainstreaming for the Educationally Deprived. Theory Into Practice, 1971, XIV, 2, 73-81.

This article primarily concerned with special education

students specific needs. These specific needs, the authors believe, could be improved and made better by the teacher and the curriculum. Also, their belief is that meeting the needs of these students will provide the SPE student with biculturalism, and the school with pluralism. This, in their opinion, would be the highest level of mainstreaming.

Movdock, J. B. and Feldman, R. C. A cognitive process approach to evaluating vocational potential in the retarded and emotionally disturbed. Rehabilitation Council Bulletin, 1969, 12(3), 136-143.

Traditional factors of intelligence and personality tests have been unable to point to the cognitive factors which make for adequate vocational adjustment. In this study perceptual processes are studied to offer a possible solution to this problem.

Mulhern, T. J. Survey of Reported Sexual Behavior and Policies Characterizing Residential Facilities for Retarded Citizens. American Journal of Mental Deficiency, 1975, 79, 6, 670-673.

The results of a survey given to administrators of 82 residential facilities for mentally retarded citizens were given and discussed. The author's main concern was that of allowing the same sexual permissiveness in private for mentally retarded persons as is given to non-retarded persons.

Nayowith, M. H. A proposal for training educable mentally retarded adolescents and adults for roles as physical education recreation aides and associates. American Corrective Therapy Journal, 1970, 24(4), 115-117.

The Bathonwood Recreation Aide and Associate program takes cognizance of the critical need for individuals to fill jobs which require physical ability but limited intellectual capacity. Jobs which can be properly programmed sequenced, and supervised can be taught to EMR adolescents and adults.

Neal, W. R., Jr. Articulatory Deviation and Employability of the Adolescent Educable Mentally Retarded. Exceptional Children, 1969, 35, 7, 561-562.

Twenty-six EMR adolescents with varying degrees of articulatory deviations were evaluated in terms of their probable employability. Fifty percent was judged to be employable. Speech adequacy was not included among the factors related to employment ability. Further investigation is needed to determine whether the communicative demands of various occupations are flexible enough to accommodate the communications skill levels of the MR.

Nelson, C. C. and Schmidt, L. J. The Question of the efficacy of special classes. Exceptional Children, 1971, 37, 381-384.

Nelson and Schmidt address themselves to the basic philosophical issue which they feel those who debate both sides on the special class efficacy issue. Nelson and Schmidt feel that the ability to deal effectively with the problem of efficacy appears to be rooted in three areas of difficulty. First, is adherence to the past, the traditional role of special education. Second, is the failure to advance beyond an intuitive or a problem solving approach and an inability to define problems and problem situations in order to generate empirically verifiable statements. The third area of difficulty is the failure to examine critically the constructs which special educators use.

Nichira, L. and Kazua, N. Jeopardy in Community Placement. American Journal of Mental Deficiency, 1971, 79, 5, 538-544.

This is an article dealing with a survey of the adaptive behavior of community placed retardates.

Nichols, C. F. Vocational Education for the Disadvantage. American Vocational Journal, 1970, 21-23.

This article points out the failure (for the most part) of vocational education to train the disadvantaged. Most disadvantaged are trained in surplus shops with surplus equipment. The teachers of disadvantaged generally have too many students. Author says we can send man to the moon but can't solve problem of training disadvantaged youth.

Nickelsburg, R. T. Time Sampling of Work Behavior to Mentally Retarded Trainees. Mental Retardation, 1973, 11, 6, 29-32.

The work behaviors of 15 succeeding and 15 nonsucceeding mentally retarded trainees were made on the basis of time sampling. This refers to many brief, concise, on-the-spot observations which were pre-programmed on a randomized time schedule.

Nitzberg, J. Group Work with Mentally Retarded Adolescents and Young Adults in a Vocational Habilitation Center. Journal for Special Educators of the Mentally Retarded, 1972, 8(2), 94-99.

This discussion is on personality problems of MR's in a vocational habilitation center and some things done to overcome those problems.

Nitzberg, J. Why Some Students Can't Keep a Job. The Journal for Special Educators of the Mentally Retarded, 1974, 10(3), 208220-.

Provides a list of reasons student either could not get a job or could not keep a job.

Nitzberg, J. An Interpretation of Counseling in a Nabitation Setting for Retarded Adults. Journal for Special Educators of the Mentally Retarded, 1974, 11(1), 23-25.

This is an interpretation of counseling and suggestions on improving the counselor-client relationship. Many problems that may arise within a shop are previewed in this article.

Nitzberg, J. An Assessment of Habilitation Success. The Journal for Special Educators of the Mentally Retarded, 1973, X, 1, 53-64 & 69.

This study was to attempt to assess the degree of success at a certain training center, a sheltered workshop and vocational training center for MRs. Nitzberg goes into detail of why people stayed or left the center reasons for not staying employed or to the termination date of training. Concluded that a lot of the MRs quit because they didn't want to acknowledge being MR and thus quitting the very thing that could help them to be as "normal" as possible.

Nixon, R. A. Impact of Automation and Technological Change on Employability of the Mentally Retarded. American Journal of Mental Deficiency, 1970, 75, 152-155.

The evidence regarding the impact of technological change and National Production goals indicates continued need for all potential labor supply and no reduction, but rather possibly an increase in the opportunities for successful employment of the mentally deficient.

Odom, M., Longhurst, T. M. and Boatman, R. R. Improving oral language skills in a classroom for the educable mentally retarded. Education and Training of the Mentally Retarded, 1973, 8, 187-192.

The authors assume that the current trend in education today for EMR children embraces a philosophy that sees these children taking a place in society as adults similar to that of non-retarded individuals. With this premise it is essential to consider the child's ability to master a functional and appropriate language system. This article deals with one method of developing this language system in the EMR child. It utilizes a commercially built Audio-Visual machine designed by Bell & Howell and its results

on six 11-15 year old EMR children. Student interest in the program was high and the results of language improvement were significant as indicated in numerous charts and illustrations. The procedures used were only one method for changing the language behavior of the EMR child, but nevertheless as the authors concluded it did appear to be flexible, adaptable, and easily geared to the abilities as well as the disabilities of each child in a classroom setting.

Ogg, E. Securing the Legal Rights of Retarded Persons. Public Affairs Pamphlet No. 492, Sept. 1973.

The pamphlet gives past history on the development of legal rights of retarded persons, definition of what is mental retardation, and rights that are granted to mentally handicapped individuals. Some of the rights are freedom from involuntary servitude, protection from abuse, right of due process, rightful place in the community, the right of education, civil rights, the right to the least restrictive alternative.

Ohio State Department of Education, Division of Special Education Guidelines Work Study Phase of EMR programs New, Frank E. Columbus, Ohio, 1972.

Administrative guidelines derived from analysis of the practices and policies of work study programs for EMR's in high school in Ohio were presented for the areas of program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services. Different phases of work experience programs allows students to explore possible vocational choices, to be trained in a particular area and to prepare for the adult working world through workshop or community placement.

Ohwaki, S. Behavioral Characteristics of Habilitated Retarded Persons. American Journal of Mental Deficiency, 1974, 79, 4, 385-390.

This study was questioning an assumption that habilitated retarded persons had higher social competence than non-habilitated persons. They found less frequent interpersonal physical aggression while a higher interpersonal competence of the habilitated group at this institution. Although some maladaptive behavior was more frequent in the habilitated group, such as: 1. escapes and attempted escapes; 2. cursing; and 3. sexual misconduct.

Osborne, A. G. Voting Practices of the Mentally Retarded. Mental Retardation, 1975, 13, 3, 15.

Many mentally retarded adults can vote in general elections competently if they are given the opportunity and some basic instruction in voting. This paper reviews the literature concerning the rights of the retarded to vote, the frequency in which the retarded actually vote, and the capabilities of the retarded to vote. The author concludes that with proper instructions our mentally retarded citizens are able to vote and that by voting instructions should be made a part of the curriculum for the retarded.

Ozbek, N. and Forehand, R. Factors Influencing the Moral Judgement of Retardates. Mental Retardation, 1973, 17, 255-261.

Thirty two retardates were chosen as subjects. The study examined the relationship between moral judgement of retardates and a number of demographic and behavioral variables. The purpose was to determine which factors were primarily associated with changes in retardates moral judgement. Chronological age was the best predictor of a subject's level of moral judgement. Mental age, father's education, and father's occupation also correlated significantly with moral judgement. The results were discussed in terms of the influences of motivational and social learning factors.

Park, J. Children Who Follow The Sun. Today's Education, 1976, 53-56.

This article describes the life of a migrant child. The migrant student record transfer system (MSRTS) in Little Rock, Arkansas keeps records and locations of migrant children. Public Law 89-750 which gives U. S. Office of Education authority and funds to improve educational programs and services for migrant children is also discussed.

Payne, J. and Chaffin, J. Developing Employer Relations in a work-study program for the EMR. Education and Training of the MR, 1968, 3, 127-133.

This paper considered an approach used to develop employer relations in a senior high school work study program. This article provides a description of techniques of recruiting employers, developing employer interest, and maintenance of employer support for a work study program.

Peck, J. R. and Stephens, W. B. Marriage of Young Adult Male Retardates. American Journal of Mental Deficiency, 1965, 69, 818-827.

This study investigated five married MR fathers who were part of a larger sample of 125 retarded males studied for measurement of after training success. Four out of five individuals were judged to be unsuccessful in the role of fatherhood (based on criteria of success used in Pecks and Stephens original study).

Peck, J. R. Success of Young Adult Male Retardates, Texas University, Austin.

The habilitation of EMR youth was studied to determine the effectiveness of predictor variables. 125 males were given tests and interviews were made. Differences among the experimental groups were tested and comparisons made with the control sample. Conclusions were made: personality aspects were interrelated measures of personality and cognitive attributes were valid predictors of success; and EMR youths participating in a training program achieved and were more successful than those who had had little or no training.

Permenter, N. Retardate for a Week. Journal of Rehabilitation, 1973, 18-24.

This article is about a special educator who poses as an EMR and spends a week in a home for vocational training for retarded females. Her firsthand experience in the home was to be the basis for the type of program evaluation which statistics couldn't provide. It was hoped that information could be gathered which would assist in the identification of future research and training needs related to effective operations of group homes.

Perske, R. and Marquiss Learning to Live in an Apartment: Retarded Adults from Institutions and Dedicated Citizens. Mental Retardation, 1973, 11, 5, 18-19.

After many years of life in an institution, adult mentally retarded individuals are moving into apartments in an attempt to develop in the community as near to normal as possible. A project instituted in Omaha involved 18 innovative men and women who became "live in" friends with 30 mentally retarded adults in order to help them make a successful transition in the community. After observing these innovative apartment relationships in action, three important conclusions can be reached: 1. The major problem is not the adult's retardation; it is the fact that he lacks the experience of living in a real community. 2. Watching growth and development and learning unfold before a live-in friend's eyes can be a pleasant experience. 3. Lay people are able to successfully gather substantial data on how a citizen can live creatively with a retarded person; the professional agency now needs to be aware of such information gained by involvement in actual live-in situations.

Perske, R. About Sexual Development: An Attempt to be human with the Mentally Retarded. Mental Retardation, 1973, 11, 6-8.

This article discusses how historical attitudes toward the

mentally retarded persons sexual development have tended toward dehumanizing him. The author stresses the importance of sensitivity in dealing with the EMR in this area of development.

Peterson, G. F. Factors related to the attitudes of non-retarded children toward their EMR peers. American Journal of Mental Deficiency, 1974, 79, 412-416.

Four hundred and twenty nonretarded pupils were given tests to determine possible effects of IQ, contact, CA and educational level of parents on attitudes toward their EMR peers. It was found that subjects who had more contact with EMR children reported more favorable attitudes toward EMR's. No difference was found when other variables were considered.

Prehm, H. J. and Stinnett, R. D. Effects of Learning Method on Learning Stage in Retarded and Non-retarded Adolescents. American Journal of Mental Deficiency, 1970, 75, 3, 319-322.

The learning performance of 60 EMR and 60 intellectually average adolescent subjects was compared as a function of learning stage using a paired-associate learning task.

Prescott, J. A place for slow learners. American Vocational Journal, 1968, 43(9), 49-50.

A gainful employment program for home economics special class students emphasized child care and provided: a place where girls were trained to work with children; special school schedules; tests of childcare knowledge; supervised work experience; and job preparation. At the close of the program, slow learners had improved their concepts of themselves.

Prillman, D. An Analysis of Placement Factors in Classes for the Educable Mentally Retarded. Exceptional Children, 1975, 107-108.

This article is a study to see if special education classes for the educable mentally retarded are really worth the teachers time and professional work. Up until now it was said that EMR classes had minimal results. During the study they tried to find how many handicapped children are in special education EMR classes have been misplaced.

Rafter, P. Vocational Education for Trainable Students. Pointer, 1975, 19, 218-220.

In Norristown, Penn. Rafter works in a program that trains TMR's for jobs. It is composed of three parts: vocational academics, evaluation/training workshop, modified sheltered

workshop. After four years the program has showed its success in developing realistic and mature career attitudes in its students, and by gaining those students employment upon graduation.

Rasmussin, W. D., Jr. Cosmetology - Glamor Career for Retardates. Rehabilitation Record, 1970, II, 5, 1-4.

A pilot program in St. Louis, Missouri, has provided a pattern for training MR's to be successful beauty operators. Cooperatively sponsored by the State Cosmetology Board, the Division of Vocational Rehabilitation, and progressive beauty academy, the program has certified 16 retarded girls and has increased the proportions of qualifying students from 20% to 80%. Suitable adaptations for the MR's were made: A consultant in special education rewrote the course text; terms were standardized, audiovisual materials were introduced, and the course was lengthened from 7 to 10 months, with each student receiving individual attention. The State Board of Examiners has made a number of modifications geared to slow learners. Plans include extending training to even lower verbal levels.

Raybon, D. J. Junior High School and the Disadvantaged: Time for Change. Education and Training of the Mentally Retarded, 1970, 5, 3, 125-129.

The author discusses the fact that the educable retarded is a part of the broader problem of educational disadvantage. He discusses factors which have contributed to this disadvantage such as the effects of school learning and the problems inherited and complicated at the Junior High Level. Suggestions for change are offered which focus on possible contributions of the staff of the community school.

Renzulli, J. S. and Callohan, C. M. Development and Evaluation of a Creativitity training program. Exceptional Children, 1974, 41.

This program may be a valuable resource for the teacher who is seeking to develop creative thinking abilities.

Richmond, B. O. and Dalton, J. L. Teacher Ratings and Self-Concept Reports on Retarded Pupils. Exceptional Children, 1973, 40, 178-183.

This article gives a report on a study of the relationship between self-ratings and teacher ratings of 100 children (age 9-15 years CA) in EMR classes. The results were that self-images of these pupils were positively related to the teacher's image of their academic ability. The teacher's ratings of each pupil's social and emotional behavior were not correlated significantly with the child's perception

of his social or emotional relationship. The EMR's in this study did not perceive their peer status to be positively correlated to academic success. The data suggests that being viewed as academically successful by one's teacher is of utmost importance. The results indicate that EMR's viewed by their teachers as high academically have a correspondingly high self image in most situations.

Robinson, L. Role Play With Retarded Adolescent Girls: Teaching and Therapy. Mental Retardation, 1970, 8, 36-37.

This article describes the use of role playing for teaching retarded adolescent girls in a vocational program appropriate job behavior and for improving their interpersonal relationships. No serious problems were cited and although further research was indicated the girls improved in their ability to perform and in their social acceptance.

Rosen, M. and Halenda, R. Employment satisfaction of previously institutionalized mentally subnormal workers. Mental Retardation, 1970, 8, 35-40.

Administered the Minnesota Scale of Employment Satisfaction to 43 18-59 year old previously institutionalized mentally subnormal persons now living and working independently in the community, and took additional 49 samples drawn from the same population. Employment satisfaction of retarded workers was significantly different from that reported for large group of nonretarded, handicapped, unskilled and blue collar workers. In both groups, greatest dissatisfaction came from receiving inadequate compensation and relegation to lowered status positions in the company. Results suggest possible inadequacies in the training and preparation of institutionalized retarded for work in the community.

Rosen, M. Independence for the Mentally Retarded. Intellect, 1975, 103, 371-375.

This article gives a brief history of the mentally retarded, and compare the new advances that have revived an air of optimism about the mentally retarded which had lain dormant for 100 years. This article also shows the effectiveness of rehabilitation services. Studies showed that institutionalized persons that were sexually segregated experienced a traumatic change, resulting in withdrawal and frustration. They were also sensitive to lower wages.

Rosenberg, H. E. and Graubard, P. Peer Use of Behavior Modification. Focus on Exceptional Children, 1975, 7, 6, 1-10.

This article described how we should teach special education students to modify teacher behavior and other peer behavior. It talks of changing the normal while you change the special education child to. They give research and good examples of how this can be done.

Ross, D. M. The Efficacy of Listening Training for Educable Mentally Retarded Children. American Journal of Mental Deficiency, 1972, 77, 175-179.

The experimental group showed marked improvement. Although their post training total score was still below that of an average group of the same CA, on 1 subtest they surpassed the average group and on 3 subtests equalled it. The control group showed no improvement which suggests that the traditional special class program effects little improvement in listening skills.

Roth, G. and McManis, D. L. Social Reinforcement on Block Design Performance of Organic and Non-Organic Retarded Adults. American Journal of Mental Deficiency, 1972, 77, 2, 181-189.

A study was done of 40 institutionalized adults using the WAIS Block Design pretest. They were divided by sex and diagnostic categories. They were also divided into two groups, control and experimental. The data from the study showed differences in the male and female ability to perform accurately on Block Design.

Rylant, B. A Sheltered Workshop in Belgium. Mental Retardation, 1972, 10, 36-38.

In Belgium there is a specific workshop concerned with the personality development of the mentally retarded individual. The subrange in age from 16 to 60, who are hired to fit the needs of the company. Through productive work, two basic goals are met: development of technical skills and simulation of socially acceptable behavior patterns.

Sali, J., and Amir, M. Personal Factors Influencing the Retarded Person's Success at Work: A Report from Israel. American Journal of Mental Deficiency, 1971, 76, 42-47.

The predictors of rehabilitative success of retarded persons were examined. Using work success as the grouping criterion, data were obtained on specific abilities, personality characteristics, physical deficits and outward appearance. The principle findings of this research indicated that there is a positive relationship between performance and output in work and the personality characteristics of the mentally retarded worker. Physical defects and appearance were not related to strength of of personality characteristics.

Salmon, D. Training and jobs for the mentally handicapped. Industrial Education, 1975, 64, 75, 24-25.

TMR child in pre-sheltered workshop and community placement program learns the simple maintenance tasks he can perform at home or on a job: changing a fuse; and changing a washer.

Salomon, P. R. Occupational Exploration Practices. Mental Retardation, 1973, 11, 3-6.

Research and speculative articles concerned with the vocational development and adjustment of the retarded youth have noted the greater usefulness of work-study training programs, rather than traditional academic high school education for such youth.

Samaras, M. and Ball, S. Reinforcement of Cooperation between Profoundly Retarded Adults. American Journal of Mental Deficiency, 1975, 80, 63-71.

The development and maintenance of cooperation responses in profoundly retarded institutionalized male adults was evaluated in this study. This method of developing human cooperation was done by machine.

Sammut, V. J. Work for the Handicapped. Qawivi Qualbek, 1970, X, 17-18, 20.

In Malta, employers are discovering that the handicapped (physical, mental, emotional) have their own special contributions to make and can do a good job when given the opportunity. The Disabled Persons Employment Act of 1969 provides for the compulsary employment of registered disabled persons by employers with more than 20 persons, sets up industrial rehabilitation courses for those not fully fit to return to their previous jobs, and establishes a register of the disabled. The underlying concept is that everyone has limitations, and it is not what a person has lost that counts, but what he has remaining.

Sarata, B. P. V. Employee Satisfactions in Agencies Serving Retarded Persons. American Journal of Mental Deficiency, 1974, 79, 4, 434-442.

The work satisfactions of individuals employed by three agencies serving retarded persons were examined in this article. The results contradicted the view held by most administrators, that is, the individual's level of satisfaction is determined by his attitude toward employment in the area of MR. The data here suggests that satisfac-

tion with the specific agency is the chief determinant of overall satisfaction. Extensive contact with clients and the perceived lack of client progress were found to be important sources of staff dissatisfaction.

Sax, A. Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7, 3, 41-44.

This article describes a method for assessing a person's fitness to work. This method is known as GULHEMP. This method concentrates on the development of a profile of the client's abilities expressed in terms of fitness to work that may be matched with corresponding minimum requirement profiles of individual jobs. The emphasis is placed upon ability, not disability.

Schmitt, H. E. and Woodin, R. Strategies for Preparing Teachers To Teach The Disadvantaged. American Vocational Journal, 1976, 24, 26, 81.

This article discusses ways to train teachers for the disadvantaged that will be better prepared. This will be accomplished by recruiting teachers from the ranks of those to be served. Offering alternatives in curriculum to teach teachers about those they will teach. Other ways of preparing teachers are discussed. Article has many good ideas.

Schreiber, M. Community Recreation Resources for the Mentally Retarded. Training School Bulletin, 1965, 62, 35-51.

This abridged article deals primarily with experiences encountered by the author in bringing community resources within the availability of the retardate and his family. The author is associated with the Association for the Help of Retarded Children and has worked with them to provide services for the mentally retarded that would not be otherwise available.

Schroeder, S. R. A program for research and training of complex rehabilitative performance skills among retarded. Psychological Record, 1972, 22, 63-70.

Outlines a system of automatic programming and recording performance in a sheltered workshop. The principle of programming instruction are adapted for rehabilitation of work skills.

Schroeder, S. R. and Yarbrough, C. C. Programming and Automated Recording in a Sheltered Workshop. Mental Retardation, 1972, 10, 6, 9-11.

A system is described whereby sheltered workshop behaviors are transduced automatically by tools wired to operant programming and recording apparatus. Automation is shown to be an effective way for one supervisor to monitor closely the behavior of many employees.

Schubert, D. G. The Role of Bibliotherapy in Reading Instruction. Exceptional Children, 1975, 41, 7, 497-499.

Bibliotherapy is helping students to help themselves solve their personal problems and learn to read. This is a process of interaction between the personality of the reader and the material which he reads. You need to know the student well to work with this program.

Schultheis, R. A. Time to Stop Labeling and Start Teaching. American Vocational Journal, 1975, 50, 7, 53-57.

This man is upset with the way education continues to brand students who have learning problems. One of the best things is the brief introduction to black english, which the author produces to illustrate his argument.

Schwarz, R. The Mentally Retarded and Citizenship Training: A Survey Education and Training of the Mentally Retarded, 1968, 3, 2, 63-66.

The education of mentally retarded adolescents should include training in the rights and obligations of citizenship. A survey sampled the extent to which students in regular and special education classes were informed in this area.

Schwarz, R. H. and Shores, R. E. The Academic Achievement of EMR students and social class. American Journal of Mental Deficiency, 1969, 74, 338-340.

EMR students enrolled in special education classes were assigned to groups on the basis of age and social class. Four groups were formed as combinations of high and low social class as defined by Warner's scale and 2 age groups (9-10 years and 14-15 years). The reading and arithmetic achievement levels of the groups were measured and compared: in general, middle-class children were found to achieve at a higher level; a difference in reading skills appeared to increase as a function of age and social class.

Segal, A. Workers' perceptions of mentally disabled clients: effect on service delivery. Social Work, 1970, 15(3), 39-46.

Describes study of Welfare department caseload of mentally

disabled adults designed to determine the obstacle to service delivery, emphasizing social workers' awareness of their clients abilities and needs. Findings show worker lacks diagnostic ability, the capacity to plan a rehabilitation program and motivation to respond to his clients concerns. The need for better preparation of the worker to perform job and for strong agency support of rehabilitation concept is emphasized.

Sengstock, W. L., Vergason, G. A. and Sullivan, M. M. Considerations and issues in a drug abuse program for the mentally retarded. Education and Training of the Mentally Retarded, 1975, 10, 138-143.

The writers give cues to look for (as a teacher) in drug abusers, and ways to go about confrontations with such a problem with the students. Noted is a statement that retardates are more susceptible to pressure to experiment and use drugs. Lists of behavior changes, personality traits common to drug abusers, steps to involve a drug education program in the school curriculum, physical symptoms of certain drugs, various names used for various drugs, and steps in presenting a drug discussion in class. It is pointed out that an effective drug abuse program must include a nucleus of professions, not just one teacher.

Sengstock, W. L. and Wyatt , K. E. Meters, Liters, and Grams. Teaching Exceptional Children, 1976, 8, 2, 58-65.

In this article, a survey of curriculum guides demonstrates the importance of teaching the EMR concepts involving size, shape, distance amount and time. They are essential for independent personal, social, and economic adjustment. These concepts are basic skills in social vocational situations. The U. S. is changing to the metric system so the retarded's math studies should focus on this system. The article discusses implications for teaching the metric system to the EMR.

Sengstock, W. L. and Vergason, G. A. Issues in Sex Education for the Retarded. Education and Training of the Mentally Retarded, 1970, 5, 3, 99-103.

This paper discusses the need for including sex education in the special class curriculum. The author deals with ways of selecting and preparing teachers to handle the subject and offers suggestions for involving parents. It discusses the need for education in psychosocial aspects of sex as well as biological aspects.

Shapino, H. Circle of Homes: Group Homes for the Retarded in Cuyahoga County. Mental Retardation, 1973, 11, 3, 19-21.

This short paper presents an innovative and workable alternative to institutions for the adult retardates working in the community. Group homes should be part of the continuum of services for the retarded.

Shanyfelt, P. A. Occupational Preparation of Secondary Educable Students. Pointer, 1974, 19, 2, 106-110.

Description of a 5 year occupational preparation program for 305 educable mentally retarded students 15-21 years old, and the result of a follow-up study of 144 program graduates was discussed in this article. Stated among the goals are enhancement of self realization and civic responsibility and development of basic academic social and re-occupational skills in such specific job areas as home economics, industrial arts. The follow-up study is reported to show the graduate employment rate from 1970-73 to be 82 for boys and 67 for girls with a high movility rate noted.

Shindell, P. E. Sex Education Programs and the Mentally Retarded. The Journal of School Health, 1975, 45, 2, 88-90.

This article points out that the mentally retarded, without training and information on sexually appropriately behavior will often respond inappropriately to attention, give affection willingly, will more likely believe myths, and will do whatever is requested of them without questioning. The article includes several suggestions for sex education programs and discusses a state school for the retarded in New England which is engaged in the development of a sex education program for its normalization program.

Shiono, H., Kadowaki, J. and Nakao, T. Maternal age and Down's Syndrome - the Shift of Affected Infants to Younger Mothers in Hokkaido. Clinical Pediatrics, 1975, 14, 241-244.

It has been repeatedly demonstrated that the incidence of Down's Syndrome increases with advancing maternal age--peaking at 27 years and again at 37 years in two studies. More recently, however, the authors have noted that the mean maternal age of Down's Syndrome in the Manitobe, Japan population has been falling. There is also evidence from other countries that the mean maternal age is falling with this syndrome. This article is a survey of all instances in Down's Syndrome seen in the outpatient clinic in Sappero Medical College, Japan. A clear shift to younger age in the age distributions of childbearing mothers and mothers of infants with Down's syndrome was demonstrated. This article suggests that other factors

in addition to maternal age may be operating to produce Down's Syndrome. One of these may be environmental pollutants.

Shipe, D. Impulsivity and locus of control as predictors of achievement and adjustment in mildly retarded and borderline youth. American Journal of Mental Deficiency, 1971, 76, 12-22.

The more internal locus of control and less impulsive vocational school samples received higher academic and shop grades. Less striking but positive relationships to teacher ratings of adjustment were also found.

Shotick, A. L. Model for the Preparation of a Secondary School Teacher of the Mentally Retarded. Education and Training of the Mentally Retarded, 1971, 6, 3, 122-126.

The article states that a teacher preparation program should reflect two task descriptions: (a) the function of the teacher in the performance of his duties and (b) a structure to develop competency in these functions. The article provides activities to meet these tasks.

Sigler, G. R. and Kokaska, C. J. A Job Placement Procedure for the Mentally Retarded. Education and Training of the Mentally Retarded, 1971, 6, 4, 161-166.

The authors focus upon techniques to use with prospective employers. These include qualifying the employer, developing initial contacts, and obtaining the interview. They also provide suggestions relative to a basic approach to the interview, the presentation, and overcoming objections.

Silberstein, M. Successful Student Interrelationships. Teaching Exceptional Children, 1971, 4, 42-45.

Retarded students are successfully integrated with other students as they get acquainted working in the school lunchroom.

Silberstein, M. E. Le, Petit Cafe's Recipe for Successful Student Interrelationships. Teaching Exceptional Children, 1971, 4, 1, 42-45.

A luncheon program instituted by the special education students at Pearson Junior High in Redford Township, Michigan was successful. The students get on the job training as they run a cafeteria for their teachers. Retarded students were integrated with home economics, business and typing students as they got acquainted through this program. This program had done much to remove the stigma of special education.

Simches, R. Economic Inflation: Hazard for the Handicapped. Exceptional Children, 1975, 41, 229-242.

In times of increasing unemployment, those without appropriate training face reduced work opportunities. At present in the nation's public schools, limited career education opportunities exist for handicapped young people. Handicapped persons...are part of the great socity and... have a right to participate in that society.

Simpson, E. J. The home as a career education center. Exceptional Children, 1973, 39, 626.

This article explains a new role for the home as a learning center for career education to provide increased learning opportunity for many for an entire life time.

Singell, L. D. and Muth, J. W. Costs and Benefits of Training Educable Students: The Kansas Work Study Project Reconsidered. Exceptional Children, 1975, 41.

The purpose of this article is to suggest that projects which have the employability or earning potential of student as their major objective should consider the economic costs and benefits involved in such projects.

Sklav, N. E. and Bellis, J. M., Jr. The Challenge: Adjustment of retarded adolescents in a workshop. Journal of Rehabilitation, 1969, 35(3), 19-21.

When the workshop staff meets regularly with a part-time psychiatric consultant and a social worker for discussion of the problems of retarded adolescent trainees in the workshop, the exchange of differing viewpoints helps the staff to arrive at a better understanding of individual trainees and to supply the supportive action needed. If the staff feels that the consultant understands the workshop problems, they are more willing to make additional efforts to solve those problems. The consultants support also reclines the staffs feelings of inadequacy if no solution can be found.

Sloan, W. and Levitt, L. R. Patient Workers. Mental Retardation, 1975, 13, 6, 22-23.

This article was to inform the reader of various jobs available for the residents. The mentally retarded person was given jobs and their proportionate productivity commensurate salary. And cost projections were measured. During 1975, workers were given at least minimum wages by their employers forced by the Labor Standard Act.

Sparks, H. W. and Younie, W. J. Adult Adjustment of the Mentally Retarded: Implications for Teacher Education. Exceptional Children, 1969, 36, 13-18.

This article reviews the adult adjustment of the EMR. The findings suggest that perhaps teacher preparation is less than optional. A tentative model for the preparation of teachers of secondary level EMR children, combining subject matter competency with knowledge of the nature and needs of the retarded learner is proposed.

Spellman, C. R. Domestic Work Training of Adolescent Educable Mentally Retarded Girls. Teaching Exceptional Children, 1970, 2, 2, 67-72.

A work-study program for domestic work training of adolescent educable mentally retarded girls was presented. Five objectives had been set up: 1. To provide supervised training in the development of homemaking skills in a realistic setting. 2. Provide specific training for a realistic occupational goal. 3. To evaluate the student's specific limitations and abilities. 4. To provide work-study opportunities. 5. To improve students' ability to behave appropriately in a business setting.

Spitz, H. H. and Nadler, B. T. Logical problem solving by educable retarded adolescents and normal children. Developmental Psychology, 1974, 10(3), 404-412.

On a logical-problem solving task, performance of EMR's fell below that of normal children of the same mental age.

Spradlin, J. E. and Cotler, V. W. Establishing a Conditional Discrimination Without Direct Training: A Study Transfer With Retarded Adolescents. American Journal of Mental Deficiency, 1973, 77, 5, 556-566.

This article dealt with experiments used to study mechanisms for transfer with retarded adolescents. The author hoped this would help the retarded with some os his/her problems in learning concepts, language, and hopefully help the retarded in reasoning.

Stainback, S. B. and Stainback, W. C. A Defense of the Concept of the Special Class. Education and Training of the Mentally Retarded, 1975, 10, 91-94.

The purpose of this is to defend the concept of the special class for EMR students. A complete definition was given of the special class and how its failure can be attributable.

Stanfield, J. S. Graduation: what happens to the retarded child when he grows up? Exceptional Child, 1973, 39, 548-552.

Interviews were held with parents or guardians of 120 graduates of classes for TMR's in a large southern California school district in the years 1968, 1969, 1970. Information was gathered to assess the quality of community life experienced by these retarded adults after graduation from school. Results were the recommendations that (1) new criteria for evaluation of community adjustment of the moderately retarded which emphasizes comprehensive post-school programming to meet the recreational and social needs of the retarded as well as to provide occupational and vocational training and (2) community based residential facilities to provide such programming as an alternative to the parent care model and the permanent parent-child relationship it reinforces.

Steffenberg, M. L. The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service: Final Report, Office of Education, Washington, D. C., July 1969.

A food service laboratory project was initiated at a junior high school for the training, participation, and observation of EMR students. 30 EMR's participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students after training were placed in jobs in school work experience program.

Stein, J. Sense and Nonsense about Mainstreaming. Journal of Physical Education and Recreation, 1976, January, 43.

This article strongly advocates the use of mainstreaming for impaired, handicapped, and disabled children, but only if a person can successfully, safely, and with personal satisfaction be put into a regular program. The three levels of programming were: 1. regular programs, 2. a halfway house or intermediate type program, and 3. the special programs. Physical education in special programs can be: 1. corrective, therapeutic, or remedial; 2. adopted, or 3. developmental.

Stein, P. S. and Carr, T. H. The Observational Study of Social Reciprocity: Implications for the Mentally Retarded. Mental Retardation, 1975, 13, 4, 18-19.

Existing data indicate that mentally retarded persons who are placed in integrated social settings are subject to negative social evaluations by their peers. The authors believe that more research should be done on these relationships in order to develop useful techniques for intervention in the course of peer interaction.

Strauch, J. D. Social contact as a variable in the expressed attitudes of normal adolescents toward EMR pupils. Exceptional Children, 1970, 495-500.

This article gives suggestions on how to promote attitude change among normal pupils toward the mentally retarded and other handicapped groups. The findings of a study are revealed in this article also.

Strichart, S. S. Effects of Competence and Nurturance on Imitation of Non-retarded Peers by Retarded Adolescents. American Journal of Mental Deficiency, 1974, 78, 6, 665-673.

Study showed for retarded and nonretarded adolescents, competent models were imitated more than non-competent models. No significant effects were found for nurturance.

Strickland and Arrell. Employment and the Mentally Retarded. Exceptional Children, 1967, 34, 1, 21-24.

Concerns the employment of special education students who had participated in the Texas statewide Cooperative Program of Special Education in the public schools. It gives the type of job they were hired for.

Swift, M. S. and Spivack, G. Academic Success and Classroom Behavior in Secondary Schools. Exceptional Children, 1973, 39, 5, 392-399.

Study finds that there is a need for the teacher to some way be able to identify and assess classroom behavior as a part of a student's diagnostic remediation and reassessment plan. Needs a norm or standard to evaluate behavior. The teacher must have a clear understanding of how a child's behavior is relating to academic work and how to remediate the conflicting behaviors.

Talkington, L. W. Response-chain Learning of Mentally Retarded Adolescents under tour conditions of Reinforcement. American Journal of Mental Deficiency, 1971, 76, 337-340.

Analysis of four methods showed that response cost conditioning and combination response-cost/reward conditioning resulted in more rapid acquisition than the standard reward for correct or a non-token control conditioning. The motivation to avoid failure was very pronounced by this study.

Talkington, L. W. and Riley, J. Comparison of Retarded and Nonretarded Adolescents on Need-approval. Psychological Reports, 1973, 33(1), 39-42.

This article compared age and sex matched groups of normal, institutionalized retarded adolescents on need and approval.

Talkington, L. W. and Overbeck, D. B. Job Satisfaction and Performance with Retarded Females. Mental Retardation, 1975, 13, 3, 18-19.

This study specifically compares satisfied and dissatisfied groups of retarded female workers on 10 job performance attributes generally associated with positive work adjustment. Two groups of 45 female residents of a public facility for MR's participated in the study. The major findings of the study suggest that the concept of self-direction in job selection may be positively related to productive assisgnment with retarded workers.

Taylor, A., Josherger, M. and Knowlton, J. Q. Mental Elaboration and Learning in EMR Children. American Journal of Mental Deficiency, 1972, 77, 69-76.

During research with educable mental retarded children, theorys were selected and studied. The elaboration training is an effective means to help the EMR with their recall performance.

Taylor, F. R. Special Education at the Crossroads: Class Placement for the EMR. Mental Retardation, 1973, 11, 30-33.

Some advantages of special class placement as noted by Taylor are: 1. The special class can save psychological damage to the child, 2. The value and attitude of teachers in special education and their effects on pupil self-perception and performance, 3. The harmful effects of special class placement have not been demonstrated.

Tebeest, D. L. and Dickie, J. R. Responses to Frustration: Comparison of Institutionalized and Noninstitutionalized Retarded Adolescents and Nonretarded Children and Adolescents. American Journal of Mental Deficiency, 1976, 80, 4, 407-413.

Thirty adolescents and ten children were individually given the Rosenzweig Picture-Frustration Study (Children's Form). Responses on the test were scored for direction of blame and reaction type; yielding nine frustration response categories. The studies results give some idea of the retarded individuals' ability to cope with frustration as compared to the nonretarded individual's. It is also brought out that the capacity of the retarded person to function in the community will be somewhat dependent upon his or her ability to cope with frustration.

Thompson, M. M. and Faibish, G. M. The use of filmstrips in teaching personal hygiene to the moderately retarded adolescent. Education and Training of

the Mentally Retarded, 1970, 5, 3, 113-118.

Trainable mentally retarded adolescents were taught personal hygiene under two conditions. One by demonstration, the other by the same demonstration plus a filmstrip. The article reports that the use of filmstrip increased learning in several areas of hygiene, and particularly appeared to improve generalization of newly learned habits from the classroom to the home.

Throne, J. M. Normalization Through the Normalization Principle. Mental Retardation, 1975, 13, 5, 23-25.

The normalization principle assumes that normalization may best be accomplished through normative procedures. But this article says that the above assumption contradicts all that is known about the effects of normative procedures on retarded persons. Retarded, by definition, means retarded under ordinary circumstances; therefore, this article claims that only extraordinary conditions - non normal - can make the retarded more normal.

Tindall, L. W. Breaking Down the Barriers for Disabled Learners. American Vocational Journal, 1975, 50, 8, 47-49.

In this article he surveys progress of serving handicapped students in vocational education and looks at four areas, awareness, acceptance, actual programs, and job placement. He says many teachers are still hung up on selecting students, rather than serving all.

Titus, R. W. and Travis, J. Follow-up on EMR Program Graduates. Mental Retardation, 1973, 11, 2, 24-26.

The LaGrange Area Department of Special Education, in cooperation with the State of Illinois Department of Vocational Rehabilitation has developed a curriculum which incorporates comprehensive prevocational service into a regular academic program. This article describes the curriculum and the result of a follow-up study to measure the effectiveness of this innovative program.

Tobias, J. Vocational adjustment in young retarded adults. Mental Retardation, 1970, 8, 13-16.

Conducted a follow-up survey of 1,836 students who had been assigned to special education classes for the retarded in the New York City Schools. The students were now in their mid-20's and had been out of school for a period of 5-7 years. Data on the sociopsychometric and educational characteristics of them were related to later vocational

adjustment. Much extensive data was gained through interviews of the randomly selected students from the above population. It was found that almost 60% of the males and 30% of the females were employed during the week they were interviewed, and that 20% had never held gainful employment. The relationship between ethnic and social factors and employability is discussed.

Townsend, J. W., Prien, E. P. and Johnson, J. T., Jr. The use of the Position Analysis Questionnaire in Selecting Correlates of Job Performance Among Mentally Retarded Workers. Journal of Vocational Behavior, 1974, 4, 2, 181-192.

This study investigated the efficiency of various existing measures, largely psychological tests, for predicting job performance of mentally retarded workers in a sheltered occupational shop. One non-production job and twenty-two production related jobs were analyzed using the Position Analysis Questionnaire. This resulted in two job attribute clusters. Supervisor ratings of job performance, calculated separately the correlations between 19 predictor variables and 5 criterion variables for subjects functioning in preferred jobs in each attribute group. It was found that existing measures and predictive of performance on some but no all jobs in a sheltered workshop

Turner, M. A work experience program for the educable mentally retarded at the Elementary school level. Education and Training of the Mentally Retarded, 1968, 3, 4, 199-201.

A work experience program for EMR's at the elementary school level is used to develop social ease and work readiness. Since 1964, EMR's in Westlake School (California) work in necessary school jobs for a 2-hour period each day. A week of orientation training stresses cleanliness, quietness, dependability, good manners, hard work, and accurate record keeping. Free lunches were cancelled and now are earned by working in the cafeteria, on the grounds, and elsewhere in the school. A student can be fired for breaking the rules, and when this occurs, he must bring lunch from home until he is rehired. Students take pride and satisfaction in their jobs, and after an initial learning period, jobs are performed steadily and effectively. Records are kept by each student, and pay is in the form of tokens. School jobs presently are available EMR students. The first students to participate in the program are now in the high school work experience program and have been rated as more ready for this work than students from other schools.

Tyler, J. L. Modality Preference and Reading Task Performance Among the Mildly Retarded. Training School Bulletin, 1973, 70, 208-212.

Twenty-two subjects with auditory (hearing) preferences and 22 subjects with visual (seeing) preferences were randomly placed into instructional groups, which emphasized either the auditory (phonic) approach or the visual (look-say) approach to reading. Each student was taught a group of unknown (nonsense) syllables for a 30 minute period. The number correct following the training session served as the dependent measure. Within the limits of this study however, the results obtained failed to support the necessity for differential instruction by modality. Similarly, neither an auditory nor a visual approach was found to be superior.

Tymchuk, A. J. Personality and Sociocultural Retardation. Exceptional Children, 1972, 38, 9.

This article presents some of the evidence indicating the importance of non-cognitive variables in determining how well the socioculturally retarded child will achieve in structured testing and scholastic situations. Socioculturally retarded children come from intellectually and experientially restricted environments, and such environmental restrictions appear to influence the personality structures of these children. They approach formal testing and scholastic situations with poor achievement, motivation, with little expectation for success and high expectation of failure, with poor self concepts.

U. S. Civil Service, Placement in Federal Civil Service Employment of the Mentally Retarded. The Journal for Special Educator's of Mentally Retarded, 1972, Fall, 22-24.

The federal government stronly endorses the employment of mentally retarded persons in positions for which they are occupationally qualified or trainable.

Urie, R. M. and Brolin, D. Retarded Attendants for the Handicapped. Rehabilitation Record, 1973, 14, 5, 12-14.

This article suggests that the mentally retarded be trained to work as attendants for severely physically handicapped persons. Characteristics of such an attendant are described. It is suggested that the EMR's be trained in this area in public schools.

Vergason, G. A. Facilitation of Memory in the Retardate. Exceptional Children, 1968, 34, 8, 589-593.

Research in learning and retention was examined in an effort to extract possible implications and practices which teachers might employ with retarded children to improve their attention and/or ability to retain information.

Vockell, E. and Mattick, P. Sex Education for the mentally retarded: an analysis of problems, programs, and research. Education and Training of the Mentally Retarded, 1974, 7, 129-134.

This article analyzes many of the problems and programs associated with the sex education of the MR. Specific problems faced by retarded children, their parents and their teachers as well as specific programs of sex education are critically evaluated. The analysis of the literature reveals that most of it presents theorizations rather than scientific data and is concerned with adolescents rather than younger children.

Wagner, P. and Sternlicht, M. Retared Persons as Teachers: Retarded Adolescents tutoring Retarded Children. American Journal of Mental Deficiency, 1975, 39, 6, 674.

This article was concerned with investigating the effect of training mentally retarded adolescents in a residential school to act as tutors for younger retarded children who were deficient in dressing and eating skills. The results show that the trainees were successful in learning, therefore, the tutors were successful in teaching. This supports the view that retarded persons can successfully instruct other retarded persons.

Walberg, H. J. Varieties of Adolescent Creativity and the High School Environment. Exceptional Children, 1971, 38(2), 111-116/

This was a study done on testing the hypothesis that creativity is associated with social alienation, self-reported creativity in the visual arts, science, performing arts, music, writing, group leadership and intelligence.

Wambold, C. L. and Hayden, C. Training Cognitive Strategies in the Mildly Retarded: An Applied Approach. Education and Training of the Mentally Retarded, 1975, 10, 132-137.

An experiment was conducted with 24 EMRs to find out the affect of cognitive training on their learning. The 4 groups were control, verbal, imagery, and verbal and imagery. Three paired-associate tasks were conducted using the above methods. The results showed that the use of verbal and imagery mediators do enhance the

paired-associate tasks for the EMRs. It was concluded that practice and common use of cognitive learning strategies would enhance learning in EMR's.

Warfield, G. J. Mothers of Retarded Children Review a Parent Education Program. Exceptional Child, 1975, 41, 8, 559-562.

This article concerns a study that was conducted about communication between parents and teachers. It was found and concluded that sharing with parents the factual, forthright, open observations of the student through his growth and development is the responsibility of professional persons. Parents it was found want and need knowledge about mental retardation, both in general and how it relates to their own child. A second important need of theirs is for self-understanding -- to effect a resolution of the emotional stresses, and everyday problems involved in rearing a retarded child.

Warren, S. A. and Gardner, D. C. Voting Knowledge of the Mildly Retarded. American Journal of Mental Deficiency, 1973, 78, 331-333.

A study was done to see how well retarded adults exercise citizenship rights. Results from the test were that more retarded scored below the total medium than above it. From this test it was denoted that limited knowledge of voting issues and facts were measurable by the retarded. Although test items were basic facts, many of these educable students seemed ill informed on the task of voting.

Webb, T. E. and Oski, F. A. Behavioral Status of Young Adolescents with Iron Deficiency. Journal of Special Education, 1974, 8, (2), 153-156.

Nutritional Factors may affect the behavioral status and learning performance of students. One of these factors being iron deficiency anemia. The study was done to examine possible personality and behavioral characteristics associated with the anemic state that might account for the poor achievement performance.

Weber, W. Reading Materials for Educable Students. Pointer, 1975, 19, 3, 180.

This article points out the shortcomings of published reading materials designed specifically for special education levels and other levels. It then gives 8 standards that these reading materials should meet.

Weisenstein, G. R. Using a Pictorial Job Training Manual in an Occupational Training Program for High School EMR Students. Education and Training of the Mentally Retarded, 1975, 10, 1, 30-35.

In response to the marginal economic adjustment experienced by most retarded adults, a specific occupational training program was developed to act as an adjunct to the regular high school work experience program currently operating in Port Angeles, Washington. The purpose of the project was to demonstrate the feasibility and effectiveness of short term community based training and a locally developed pictorial job training manual.

Welch, R. F. and Drew, G. J. Reward Anticipation and Performance Expectancy on the Learning Rate of EMR Adolescents. American Journal of Mental Deficiency, 1972, 77, 3, 291-295.

This article dealt with a study done on non-institutionaliaed EMR adolescents to find the effects of reward anticipation and performance expectancy on the learning rate. They used reward - failure and no reward - failure.

Westervelt, V. D. and Luiselli, J. K. Establishing standing and walking behavior in a physically handicapped retarded child. Physical Therapy, 1975, 7, 761-765.

This article demonstrated the application of behavioral methods to an ambulation problem in a retarded child and the use of an efficient treatment model for the physical therapist's time in an institutional setting. Initially the therapist using reinforcement procedures worked for three months with minimal success on pulling to standing and pushing off to walk as target behaviors for a physically handicapped retarded child. The physical therapist then changed his role and used an attendant staff to work on the target behaviors in a two - and - one half month treatment program. Pretreatment and posttreatment time sampling of the child's on-feet behaviors under specified conditions demonstrated a marked increase in on-feet behaviors following the treatment programs. The success of this one treatment program suggests that the consultation role of the physical therapist may allow more efficient use of the therapist's time and may provide more effective treatment intervention than direct treatment when dealing with developmental disabilities in institutions, schools, or homes.

Wheland, R. J. and Haring, N. Modification and maintenance of behavior through systematic application of consequences. Exceptional Children, 1966, 32, 281-289.

Classroom use of operant conditioning procedures with EMR students are discussed. Successive approximations, programmed instruction, and "time-out" procedures are contained.

Williams, R. T. Dealing with Learning Difficulties Before They Become Liabilities. American Vocational Journal, 1975, 50-51.

Program set up at vocational - technical school which serves six high schools. This program tries to mainstream the special education student. A supplemental service is supplied to help any student with any problem that might arise as soon as it is noticed either by the student or the instructor.

Williams, W. Basic Components of Instructional Programs. Theory Into Practice, XVI, 2, 123-135.

This article is concerned with and describes several basic components of instructional programs for severely handicapped students. The basic components discussed were: 1. teacher's intentions for student's performance in a skill, 2. the teacher's reason for a student performing a specific skill, 3, how it is the skill to be taught, 4. the verification of the skill taught, 5. the student's rate of performance, 6. what are the tools for the skills to be acquired and performed, 7. can the student perform the skill across persons, places, and instructional materials, and language cues? 8. can the student perform a skill without directions to do so from persons in authority? It was noted and emphasized that any instructional program offered evolves into different forms as time passes. But, also emphasized were hopes for comprehensive, longitudinal, and quality educationl services will be generated through the collective efforts of many persons from different orientations and disciplines. Hopefully, as a result, developmental changes in the functioning levels and ultimate life styles of citizens who at least for the moment, are referred to as severely handicapped.

Winschel, J. F. and Lawrence, E. A. Short Term Memory: Curricular Implications for the MR. The Journal of Special Education, 1975, 9, 4, 395-408.

This article states that (1) many studies in short term memory (STM) have shown that the MR does not perform at a level commensurate with their MA. They continue to state (2) that this is an exaggerated deficiency is primarily the result of dysfunction in STM-related strategies and more important, appears largely remediable. Therefore, the STM skills must be consciously developed.

Winters, J. J. Paired Associate Learning of EMR Adolescents and Non-Retarded Children as a Function of Methods of Presentation and Training. American Journal of Mental Deficiency, 1974, 79, 1, 70-76.

Thirty-two non-retarded children and 32 non-institutionalized and 32 institutionalized retarded adolescents of equal MA (7 years) learned an 8 pair list of pictures of common objects by the method of anticipation or the study test method with or without training. Over all, the study test method was superior to the anticipation method for the three groups and the hierarchy of the efficient performance was non-retarded children, non-institutionalized and then institutionalized retarded adolescents.

Zachorsky, T., Reardon, D. and O'Connor, G. Response of Institutionalized Retarded Adults to Social Pressure in Small Groups. American Journal of Mental Deficiency, 1974, 79, 1, 10-15.

How do the high level IQ retardates respond to group pressure? Does the sex factor or presence of an authoritative figure affect this social pressure? The authors seek in this article to answer these questions by way of an indepth study using 36 retardates of both high and low IQ. It was found that EMR adults yielded much less to social pressures. The sex factor and presence of an authoritative figure made little influence in responding to group pressure.

Zito, R. J. and Bardon, J. I. Achievement Motivation among Negro Adolescents in Regular and Special Education Programs. American Journal of Mental Deficiency, 1969, 74, 20-26.

150 Negro adolescents (50 EMR in special classes, 50 EMR in regular classes and 50 subjects of normal intelligence) were compared for achievement motivation and objective goal setting behavior, using thematic apperception pictures, the WRAT and a task designed to measure aspiration reality and shift. Results seem to indicate that: (a) retarded Negro adolescent are more influenced by success than by failure, (b) retarded Negro adolescents have achievement motivation comparable to normal subjects from the same socio-economic background, (c) special class experience makes MER adolescents cautious in setting goals and special class retardates anticipate failure to achieve goals while regular class retardates anticipate success and, in fact, show greater work recognition achievement.

Zucker, St. and Altman, R. An on the job vocational training program for adolescent TMR's. Training School Bulletin, 70, 106-110.

The purpose of this study was to prove that if you give the adolescent TMR work and social skills generalized to real work situations they will succeed in the work world.

The board of Cooperative Educational Services of Suffolk County, New York, established relationship with a local supermarket chain the program beginning in January of 1971. Most jobs were related to the area of housekeeping and mailroom duties. Jobs rotated and a curriculum was set up. Specific attention was given to the acquisition of skills that would be generalizable to other job situations. At the end of the school year, 2 graduating students (20 years) were placed into full-time employment and upon one year follow-up were still gainfully employed.